

Pending Pages

CTA
Journal

STATE UNIVERSITY OF CALIFORNIA
13 APR 1953

April 1953

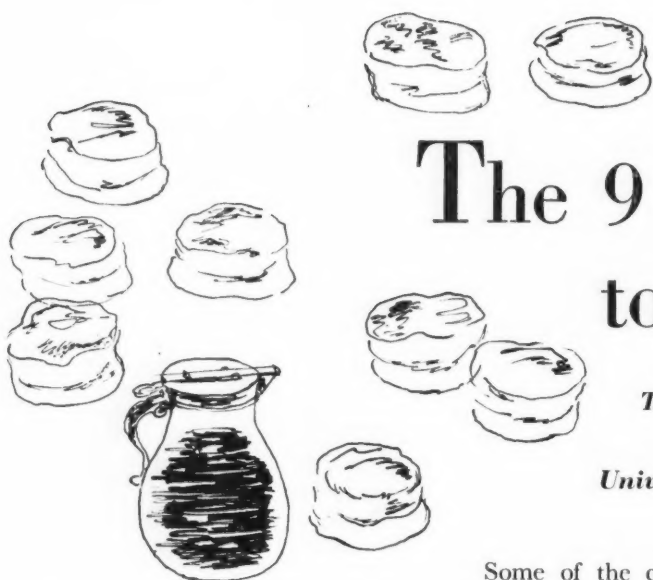
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New Teacher

California Teachers Association



The 9 biscuits that went to school

The story of the 7-year demonstration program in nutrition education carried on by the University of Georgia with assistance from General Mills

"Spring fever" seemed to be a year-round affair for most of the children in a certain Georgia elementary school. The boys and girls were listless, seemed to tire quickly. It was hard to hold their attention more than a few minutes at a time.

Explanations were only guesses until one morning when the teachers passed out green mimeographed papers and the children answered the questions on them.

Collected, studied and tabulated, those answers set in motion a chain of events that has influenced nearly every school in Georgia, and reached far beyond.

Each of those green sheets recorded a history of what one child had eaten in three days. And over half showed diets that could be rated only as "poor and inadequate."

Some of the children "skipped" supper entirely. Many drank little milk. One fourth-grader's frequent and favorite breakfast comprised "9 biscuits soaked in syrup."

POOR NUTRITION— POOR LEARNING

Improper eating habits were responsible—and a lack of recognition that good nutrition is necessary for good health. And one of the results was the continual spring fever that made the teachers' efforts so unproductive.

Those green sheets were the beginning of a state-wide demonstration school project in nutrition education started in 1945 by the College of Education of the University of Georgia and continued for 7 years. Professor Floride Moore has directed the project, the Homemaking Education Division of the State

Department of Education and the Georgia Nutrition Education Advisory Committee have assisted. Financing and other aids have been provided by General Mills.

A PROJECT STARTS

"The objectives of the project," says Professor Moore, "have been two sides of the same coin. First, to discover methods and devices effective in teaching nutrition education and to establish in-service training for elementary school teachers in the subject. Second, to demonstrate as widely as possible that school nutrition education can effect diet improvement."

Professor Moore and her staff spent the first year in 9 "pilot schools" selecting and setting up procedures and techniques. Here the "green sheet" starting point—individual food habits surveys—was worked out and found most effective. The surveys not only disclosed what was needed to improve the children's diets, but proved the key to the next vital step—getting the parents interested.

PARENTS ARE IMPORTANT

"We found it important," says Professor Moore, "to get the people of the community interested in proper nutrition for the children. Discussion and analysis of the food habits surveys were a good drawing card for bringing parents to the schools."

As the program in each school gets under way, the teachers learn how to help the children solve their own real eating habit problems, how to bring the school lunch and lunchroom into play as learning experiences, how to mobilize and use the resources of the community.

"Food Demonstration Wagon" built at one school by teachers and children.



Discussing the important points in planning a good school lunch program.



Classroom materials and a wide range of activities have helped. One school raised a pig, others grow vegetable gardens, with two results. The children learn what foods need to be grown for nutritious diets. And they raise food to supplement school and home supplies—an important practical help, for children can't eat what they don't have.

A FILM SEEN ROUND THE WORLD

One interesting outcome has been a 20-minute film in color, entitled "The School That Learned to Eat," designed for teachers, parents and others interested in nutrition-education programs. Given wide circulation by General Mills, it was chosen for the 1948 International Film Festival in Edinburgh, Scotland, as an outstanding educational documentary film because of "its sincerity, its complete devotion to location and

character, and its conviction on realities."

In addition to work in 108 schools, the University staff set up seminars for city or county teachers' groups, carrying a credit of 4 hours weekly. And each summer, the University has operated 6-week Workshops in Nutrition Education, bringing in teachers from all over the state (over 1000 to date), and granting graduate or undergraduate credits.

HOW A PROJECT SPREADS

Before this project started, nutrition was taught in some Georgia schools in sketchy fashion only. Today, nutrition is taught much more thoroughly and effectively all over the state.

The University and the State Department of Education now accept

nutrition education as a major school concern. Elementary teachers in Georgia are required to take a course in the subject before certification.

Improvement in the diet-surveyed children is noticeable. They are eating better—and playing, learning and working better.

And the influence spreads. Requests for information come in a steady flow to the University.

MUCH INFORMATION AVAILABLE

Across the country, interest in school nutrition-education programs is growing. Has it reached your school? Much helpful information on teacher education, classroom techniques and teaching materials is available to you without charge through General Mills. Just mail the coupon below.

GENERAL MILLS Educational Services

EDUCATIONAL SERVICES, GENERAL MILLS, MINNEAPOLIS 1, MINN.

I want to know more about nutrition and health education—especially teacher training. Please send me:

- ☐ a copy of "How Can Teachers Teach Better Eating Habits?"
- ☐ a print of the Georgia movie, "The School That Learned to Eat."

I will return it within two weeks, and pay postage both ways.

Preferred date: _____ Second choice: _____

- ☐ a copy of the 1953 Directory of Summer Workshops in Health and Nutrition.

Name _____ Position _____

School _____

Street _____ City _____ State _____



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MORE NEW TEACHERS

For want of a better word, we speak of "recruitment" of young teachers to fill the ranks of educators needed to guide our bumper crop of children. Though recruit is a good verb, our first connotation is to strengthen an army with manpower. And perhaps that implication is appropriate if we recognize the need for competent soldiers to wage the war against ignorance.

We will use the word recruit more and more for the next few years, according to statisticians. Teacher recruitment will continue to be a pressing need as youngsters overflow from our classrooms.

As Charles Hamilton points out on page 20, the teaching profession must assume the major responsibility for finding and equipping qualified young people for teaching positions. Publicity, promotions, and persuasion may create interest but the real recruiting will be done as good teachers set an example.

Illustrating the need as we enter the season of graduations and professional decisions, we use a cover picture of a new teacher. Photographer Bill Devereux thought this shot of Miss Janet Dillan of Borel school in San Mateo county would tell our story. It should be the earnest hope of every educator that thousands like Miss Dillan will take their honored places in classrooms for many autumns to come.

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Official publication of the California Teachers Association. Active membership dues are \$12 a year, including subscription to the Journal; other subscriptions \$2 a year. Entered as second class matter at San Francisco, Calif., January 23, 1906, under Act of Congress of March 3, 1879. Represented nationally by State Teachers Magazines, Inc., 307 North Michigan Ave., Chicago 1; 1127 Wilshire Blvd., Los Angeles 17. For change of address, members are urged to notify Association offices in San Francisco. Manuscripts and photographs on educational subjects are invited but the publisher assumes no responsibility for compensation. 183

The Public School...

An American Heritage



Arthur F. Corey
CTA Executive Secretary

There has come to my desk an impelling booklet, distributed throughout California by the Grand Lodge of Masons. It is a "Guide for Planning Public Schools Week" and "Its History and Objectives."

On the cover, symbolizing the slogan "The Public School — an American Heritage," a little red schoolhouse is imposed on the preamble of the Constitution of the United States.

Inside is material for which every teacher and every child in California's public schools should be grateful. For it bespeaks the conviction — not only of Masons, but of many another great patriotic group — that free public education is inextricably woven into the American pattern of democratic government.

This year will mark the 34th observance of Public Schools Week in California. It is interesting to note that the teacher shortage and scarcity of buildings in 1920 were the major factors which prompted the Masons to initiate the observance — and thus to call the attention of the people to a critical situation. The very same conditions which existed then are plaguing public education now.

In recording the conditions which motivated the inauguration of the observance in 1920, the handbook which is before me discloses that "The abnormally large war time crop of babies were emerging from statistics into living youngsters lining up for enrollment in already intolerably crowded classrooms" while little "was being done about resuming school construction, entirely suspended during the war period."

After V-J Day schools of the United States were faced with the same problems which existed after November 11, 1918. In California, where the

difficulties were more vexing than in any other state in the Union, the people have given overwhelming approval to measures submitted to them for alleviation of the difficulties. In doing so they have followed the leadership not alone of the teaching profession but of other great organizations to whom the welfare of the schools is a matter of importance.

I do not believe that it is an exaggeration to say that the 33 years of annual observance of Public Schools Week have had much to do with keeping alive public concern for the institution of universal education and of prompting California to approve measures designed to meet recurring school crises.

It is not necessary to urge school people to enter with enthusiasm into this year's annual observance. For it has become tradition to make the Week an occasion for reviving the acquaintance of the community with what is taking place in the classroom. That school people will do their part again this year is certain.

But it may be that there are some in the profession who are not aware of the valuable partnerships with great lay groups which school people in California enjoy. Though initiated by the Masons, Public Schools Week finds patriotic organizations, service clubs, women's groups, farm bodies and chambers of commerce actively participating in what has become almost everywhere a community-wide event.

For this, let us who are living day by day in and with the public schools be eternally grateful. Let us thank the Masons for having started and for keeping alive an observance which has become so synonymous with the educational welfare of children and with the American concept of freedom.

A.F.C.

To The Hobo Kid

By W. Harold Kingsley

When Harold Kingsley read "I Was a Hobo Kid," by Billie Davis in the December 13, 1952, issue of the Saturday Evening Post he, like everybody else who read it, was deeply moved. He called the article the greatest testimonial to the cause of free public education that he had ever read. But he couldn't rest until he found out from Billie the names of those teachers in California to whom Billie said she owed so much. He got those names from Billie Davis and wrote to as many of her former teachers as could be located. The accompanying article is his way of reporting to Billie, her former teachers and readers of the CTA JOURNAL the results of his findings. Incidentally you would probably like to know that Mrs. Davis, who formerly was Billie Crawford, is now associate editor of "Our Sunday School Counselor," national publication of the Grand Council, Assemblies of God, Springfield, Missouri. Mr. Kingsley is a CTA Field Service representative in the San Francisco office.—Editor.

DEAR BILLIE:

First off I want to thank you for our acquaintanceship. I seem to know you very well, although we have never met. Who indeed could fail to feel friendship for the little girl who discovered gold in the classrooms of California and who told about it with such moving simplicity, in the December 13, 1952, issue of the Saturday Evening Post, under the title "I Was a Hobo Kid"?

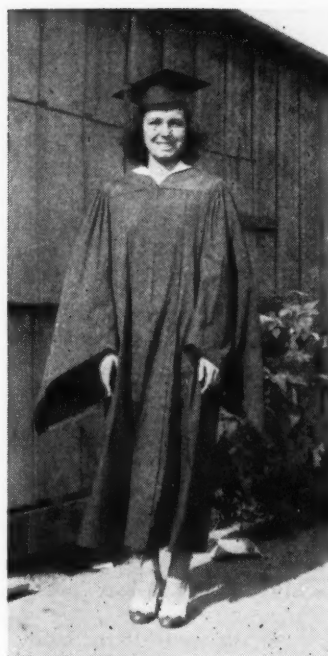
It is because of this feeling of friendship and, no doubt, also by virtue of the fact that I am old enough (and plus) to be your father, that I presume to address you by your first name.

Really I am better acquainted with you than you know, for since reading your story in the Post, I have been talking through the mail with quite a few of those California school teachers who, during your school years, helped you along when the route was really rough.

So now I can tell you this: When you were discovering gold in the classroom, your teachers were discovering gold in you, and I—lucky fellow that I am—have found treasure in both you and them.

It is this that I want to talk to you about. But before I do so, I want to tell every teacher in California who has not read your story in the Post to get a copy some way or other and do so without further delay.

There are some teachers who, as you recall, "fanned the flickering flame," whose names I do not have. One whom I would like to find is she who discovered you—little Billie Crawford—hiding in the ventilator pipe at recess time to escape the jibes of better-dressed boys and girls on the playground, and who thereafter always found work for you



This is Billie Crawford in her graduation cap and gown. She spoke at her graduation exercises at East Bakersfield. The only other student who spoke was the son of the welfare director who gave Billie a ticket with which to acquire her graduation outfit.

to do inside the school, during the recreation period. Bless her soul!

Nor will there ever leave my mind the picture of you and your sister, wearing your new shoes, and walking hand in hand around the school house after the children had gone home, and pretending that you, too, were pupils.

I should like to salute that teacher who first made you, as a child, so comfortably aware that there was a law which made it mandatory that you be admitted to school. I guess like everyone else I had been taking the treasure of compulsory education for granted—and when I read of the solace which knowledge of it gave to you, I had one more reason for being happy that I am an American.

It was good of you to send me the names of the

California high school teachers whom you remember as having been helpful. I have been in correspondence with all of them whom we were able to locate. Every one of them remembers you with affection and respect. It warmed the hearts of all of them to read your article, and you should know, too, that in every single instance they all recalled having been inspired in their work as teachers because of your ambition and spirit.

Take Coachella Valley Union High School, which is where you entered as a student and found yourself among the migrant youngsters who would study only hygiene and domestic science.

I located E. B. Dykes, who was the principal then. He is the one who broke the rules and let you study English, History, Spanish, and Dramatics. What a golden moment that was, and how memory of it must now glow in his heart. May others also take inspiration from his decision.

Here in part is what he wrote to me:

"... As principal of the Coachella Valley Union High School, it was my privilege to work with many students of migratory parents. ... It was always my aim ... to improve their condition. ...

"I remember Billie Crawford because of the unusual request for the subjects she selected ... and her determination to see them through. My teachers were always very cooperative. I asked them to give her a chance in their classes ... she made good.

"In my work it was always my desire to adapt the school's course of study to the individual student ... migratory or otherwise. ... Opportunity for education is for all, but conditions under which people live vary to great extremes. ...

"I appreciate very much the contribution that Mrs. Davis has made to the public schools in the story of her life. And to me, for the small part I played in it, it is a real compensation for years devoted to educational work . . . the feeling that you may have helped someone to a better life."

Let both of us, Billie, say to him, "Mr. Chips, salute!"

You mentioned Ralph M. Grove, who was your dramatics teacher at Coachella. Well, he is now principal of Memorial Evening High School at San Diego. How these teachers do migrate around!

Mr. Grove tells me that you were his student during his first year as a teacher and he says, "I remember feeling grateful to her because she was one of the students in the dramatics class who was in it in order to learn rather than in order to waste her time."

It ought to make you happy to know

that while he was helping you, you were also making life better for him.

I'm mighty sorry that I couldn't get in contact with Miss Elsie Smith, your history teacher, or Miss Bernice McCollum, your Spanish teacher down there in Indio. You mention both of them as having been most helpful. They are still teaching at Coachella, but this year they are both on leave and are spending it in South America. They will sure be happy to know about the saga of "The Hobo Kid" when they get back home.

It was a far cry, Billie, from you, the little girl, daughter of an itinerant family, selling your baskets in town after town over the United States — and wishing that some day you might

Mrs. Billie Davis at her desk as associate editor of OUR SUNDAY SCHOOL COUNSELOR, national publication of the Grand Council, Assemblies of God.

live in a house — to you, the young maiden who won such high honors at East Bakersfield High School.

You didn't mention it in your article, but it's on the record — your high place in the Good Citizenship Pilgrimage Contest sponsored by the DAR — your first place in the journalistic contest sponsored by the National Scholastic Press Association — your victories in statewide oratorical contests — your first place in the Bankers' oratorical contest in California and second place in the United States — to mention only a few.

It will bring joy to your teachers in Indio and elsewhere to know about that.

Now—I have letters from four of your teachers in East Bakersfield Union High School, from which you were graduated, that are touched with magic.

You mentioned Donald E. Shoup. He was your chemistry teacher. A



year after you left East Bakersfield he went to Pasadena. Right now he's at John Muir College teaching chemistry and coaching after-school sports.

You ought to read the record of his education—he's been to all kinds of colleges and universities. And here's what he says about you:

"Billie Crawford was one of those people with whom teachers are blessed by having them in their classes."

One of the letters I received seemed to give me a view of a beautiful avenue of two-way traffic—with teachers leading the students and with students giving light to the teachers.

It is from Mrs. Mary DeArmond, who was Mary Owens when she was your teacher. She lives in Oildale and has three children. I judge from her letter that by the time this reaches print, she will be the mother of four.

I know you will forgive me for seeming to parade some of your girlhood economic difficulties before the world. I would not do it if it were not for the fact that there is nothing unworthy about poverty providing it does no injury to dignity and does not destroy the spirit.

Mrs. DeArmond says that first she was puzzled to understand why you had recalled her.

"Then I remembered," she writes, "that Billie was a finalist in a speaking contest once . . . and due to her financial standing, her clothes for such an appearance were inadequate. My mother took her shopping and an inexpensive but passable outfit was acquired, and it is probably this gesture that she remembers."

Maybe you don't know, Billie, how this act on the part of your dramatics teacher was motivated. Let Mrs. DeArmond tell you via her letter to me:

"It was a new school and the faculty was young in spirit if, in not all cases, age. Everyone shared problems and pleasures, and teachers, gathered around the lunchroom, talked not of their personal plans, but of some project for the school or some individual student. Teachers didn't put in their required hours and then 'slam the door' . . . but worked evenings and weekends with the young people." (They're still doing it, Billie.)

Mrs. DeArmond herself says that she has no doubt that your "ability would have been recognized" even in a larger school.

There's a song in the heart of Mrs. Marjorie W. Richardson, who used to

be Marjorie Wright when she was your teacher in East Bakersfield. She tells me that she had often wondered what had become of you since you were one of those students that no teacher would ever forget.

This lady must be a wonderful teacher, bringing to her task charity and understanding beyond the actual demands of pedagogy. Those freshman girls for whom she is counsellor at the Porterville Union High School, are fortunate no end.

I feel sure that because of the example which it will beam to others, you will not object to my printing the memories which Mrs. Richardson has set down. She writes:

"She (Billie) fainted one day. And when I was taking her home from seeing a doctor, when I was questioning her about the results of the check-up, she said, 'He said that I should eat meat. How can we get meat for our family when we are lucky to have enough potatoes in the pot for all of us?'"

And it was during this period that you, Billie, were winning contests in journalism and oratory! Do you see now what I meant when I so clumsily tried to describe to you that two-way avenue?

Mrs. Richardson remembers many other things. One of her recollections makes even more poignant your long childhood yearning for a home in a house:

"One of Billie's precious memories," says Mrs. Richardson, "seemed to be of her grandmother's house that she had been in when she was a small child. It was with awe that you listened to her tell of the joy it was . . . to go to that attic . . . it was a house that had an attic, even—and look through all the things that had been put there."

"Billie Crawford taught me appreciation of personal worth and work and hardship that I had never before known in my 'middle-class street'."

You probably never knew it, Billie, but you had a teacher at East Bakersfield High School who used to collect her salary every month in gold coin. She says that makes her sound very ancient, but it is obvious to me from the letter of Miss Lois Smith, who is still teaching at East Bakersfield, that she is made of the stuff that will never grow old.

Though she writes with modest restraint, no one could read her letter

about you without knowing that she possesses those qualities of perception, understanding and devotion without which no teacher is really great. Miss Smith first taught in the country school at Miramar in San Diego County where, as teacher and principal, she received \$70 a month, with \$5 extra added on for her pay as janitor. It was there that they paid her off in gold.

Miss Smith fully appreciated your difficulty in getting your schooling while moving about as an itinerant. She writes to me that she clearly remembers your saying to her, "We're just going to stay here. I want to graduate from E.B." She recognized that there "was quiet intensity" in your voice. May I quote from her letter a few of the things that may in some measure repay you for your words of appreciation of your teachers. Miss Smith, recalling with becoming modesty several occasions on which you were given assistance, says:

"Billie was always grateful, but never lost poise or seemed to expect help as her due. She was proud—inately—but not the possessor of false pride. I sensed a deep personal faith in God and an ambition to build well. She belonged to the Salvation Army. At Christmas time, her piquant face framed in a bonnet, she stood by a kettle ringing her bell and smiling on friend and stranger alike.

". . . She loved learning and growth not for their own sakes but for what they could do. One could read the seriousness of life in her eyes, but the sparkle was always there, too. . . . It was always a pleasure to help her, for she seemed to know where she was going.

"As I read the article (while under the dryer at my hairdresser's) little bells began to ring here and there in my mind; finally they merged in a harmonious whole, and I knew this was Billie Crawford's sonata—a wonderful way to say thank you.

"Someone has said that 'Heaven will reveal the fruitage of every unremembered act of kindness and of love.' Billie has brought a little taste of that to her teachers. It is a real stimulation to the helping of other Billies along the way."

Do you remember, Billie, the little rustic stool which your father made and which you brought to Marjorie Wright at East Bakersfield? She still has it. She says there was too much of

Travel Plans For NEA Convention

Rail or Air Alternates Suggested for California Visitors to Miami Beach

CALIFORNIA delegates and visitors to the NEA convention in Miami Beach June 28-July 3 will make individual arrangements for travel and housing. The state NEA Relations Commission has suggested that no CTA-sponsored tours or special trains be used, but recommended that smaller groups arrange itineraries to suit time schedules and individual requirements.

Southern Section has announced preliminary plans through its special services for a tour group. K. E. Whiteneck may be contacted at Newport Harbor union high school, Newport Beach, regarding Southern Pacific's Lido Tour or information may be obtained from the Los Angeles CTA office.

Air Travel

Economical fare and speedy travel is provided by TWA or American Airlines coach flight at \$290.49 round trip. Leaving San Francisco at 10:30 a.m., the plane arrives in Miami at 5:14 the next morning. On the return trip departure is at 2:45 p.m., arriving at San Francisco at 5:30 a.m. TWA's pressurized planes leave Los Angeles at 8:15 p.m. Coach fares are the same from either San Francisco or Los Angeles.

American's first class DC-6 flight (7:30 a.m. S.F., 11:04 p.m. Miami) is \$378.93 round trip. First class and coach via Dallas is \$325.22, slightly less from L.A. Summer flights and rates should be checked later when new schedules are released.

Early Meeting

One of the advantages of air flight is that California delegates can plan to arrive in Miami Beach in time for a state meeting to be held the evening of June 27.

The Florida Lido tour is a Southern Pacific special scheduled to leave Los Angeles at 7 p.m. June 22. There will be a short stop to visit the Alamo in San Antonio and a brief stop in New Orleans. Arriving in Miami at 2 p.m. Friday, the tour group will sail four hours later on the SS Florida for an all-night crossing to Havana. There will be a guided tour of Havana during the day and the ship will return to Miami at 8:30 Sunday morning. Other interesting travel features will be included in the return trip with arrival in Los Angeles July 11.

Lido Tour

The Lido tour will cost \$398.75 plus tax, not including meals on the train or gratuities and extras. Early reservation and deposit is required by CTA-SS office; detailed information is available on request.

AT&SF Railway has proposed a tour in which pullmans from Los Angeles and San Francisco would be consolidated at Barstow, stopping the second day for an eight-hour visit of the Santa Fe country. The Kansas City-Florida Special would arrive in Jacksonville the morning of the fifth day, arriving in Miami via Florida East Coast Railway the evening of that day. An alternate via Seaboard provides Florida visits with arrival in Miami the morning of the sixth day. Santa Fe's El Capitan will provide chair car service at reduced rates, with arrival at the convention on the fourth day.

Alternate Rail Trips

A Southern Pacific-Union Pacific tour suggests either chair car or pullman service via Gold Coast or Overland Limited. The Overland will include a second day stop at Salt Lake City for a Tabernacle organ concert. Either would converge on the Kansas City-Florida Special with Miami arrival on the fifth day.

Coach fare (AT&SF) San Francisco to Miami and return is \$139 plus tax of \$20.85. There is a small extra fare for El Capitan and service charges for reserved coach seats. Round trip first class is \$183.45 plus tax of \$27.52. Both are eastbound via Kansas City or Chicago, westbound via Chicago, Kansas City, or New Orleans. Pullman fares range from \$24.50 for an upper berth to \$122.02 for a drawing room. Rail fares do not include meals or extras.

New York En Route

An alternate first class round trip at \$284.62 is eastbound via Kansas City, Jacksonville to Miami; westbound return Miami, New York, Chicago, San Francisco. Another Santa Fe first class at \$259.56 is eastbound via Houston, New Orleans, Jacksonville; westbound return Miami, New York, Chicago, San Francisco. Both rates include tax. Pullman fares are higher for alternate route through New York.

Over 300 members of California Teachers Association are expected to attend the annual delegate assembly of the National Education Association. In past years CTA has sponsored special trains for trips to distant cities, but the association has now become so large that it is believed impractical to combine individual travel tastes in one package deal. Principal railways and airlines have cooperated in suggesting routes, tours, and combination rates. Detailed information is available from CTA offices for individuals or groups wishing to make travel plans early.

you in it to permit her "ever to make up my mind to dispose of it."

Now that she knows where you are, now that she knows that you are living in a house, now that she knows you are giving your talents to a nation-wide Sunday school paper, now that she knows you have reached so many of your goals — she feels that she could, now, part with it. But there are other treasures she will always keep.

For as you will carry in your breast forever a feeling of debt to public education, and of devotion to the teachers who give it life, so, indeed, will the rewards which are theirs for having helped you along the way be treasured forever in their hearts.

(The original story "I Was A Hobo Kid" has been condensed in the April edition of Reader's Digest.)

56 Chapters Granted In Six Months

Fifty-six CTA-chartered local associations have been listed in the Journal since last September. Total of local groups which have met specific requirements now reaches 338, with nine more added in February and March:

- 330 San Juan Union High School District Teachers Association, El Camino chapter, Sacramento county.
- 331 Herlong Teachers Association, Lassen county.
- 332 Westside Union Teachers Association, Los Angeles county.
- 333 Porterville Elementary Faculty Club, Tulare county.
- 334 Madera Union High School Teachers Club, Madera county.
- 335 Madera County Division of the CTA.
- 336 Culver City Teachers Club, Los Angeles county.
- 337 Gallatin District Teachers Club, Downey, Los Angeles county.
- 338 Hudson District Teachers Club, Puente, Los Angeles county.

NOTICE OF PROPOSED CHANGE IN BY-LAWS TO BE VOTED UPON BY THE STATE COUNCIL OF EDUCATION ON APRIL 11, 1953

In Article (7) of the By-Laws, the name shall be changed from California Student Teachers Association, to Student California Teachers Association and wherever else the name may appear the correction shall be noted.

I DIDN'T know we had so many good people in our school," a dean of students stated to me recently. "If we hadn't required registration for honors I still wouldn't know."

This administrator, in an 1,800 enrollment high school, continued, "Putting it bluntly, I meet all of the eightballs, muscle men and knif wielders, but I don't know the finest products of our school."

This situation may be extreme. It is not unique. And it borders on the tragic that John Q. Public, who foots the bill and occasionally loses his temper with the school system, doesn't know the good student-citizen either.

The business man confronts the teacher with, "So you teach. Well, what are you teaching out there? I hired five people before I found one who could spell."

It would be pleasant to ask, "Have you tried one of our best products recently?"

What Reward Citizenship?

Unfortunately, teachers, administrators, the school population and John Q. Public does not know the best products.

Once, perhaps twice a year, the student-citizen walks across the stage to polite applause and strolls into the outer world unheralded, unsung.

It would almost seem from this lack of pride in the student-citizen that neither the public, teachers nor administrators are sincere in their voiced notions that the good product in terms of proficiency in education-citizenship is a good, desirable or even necessary thing.

It is not so with the athlete who sweats his few months, glories in his photos and news stories, and then basks for the remainder of the year in the sunshine of his varsity letter. The band has its uniforms, public performances and pictures; the drama has its stage; the bad boy can dominate his classroom and the attention of the teacher; the art student paints a picture and exhibits it, and home economics bakes a cake to demonstrate and devour its skill before the public eye.

Best Products Unheralded

But, alas, in the day of the press release, the award for performance, everyone but the successful practitioner of education-citizenship is rewarded. Perhaps educators regard the attainment of some degree of success in education-citizenship as shown by the report card to be reward enough. Perhaps educators should suggest wearing the report card, or eating it to lend savor to success.

If good student-citizens are the aim of public education then, at least, those who perform successfully should be better known. Ask John Q. Public who played quarterback last fall at the local school. Then ask John Q. who was the honor student.

The honor student citizen should be identifiable in his school and his community. He is not. He is the faceless lad. He is in the mausoleum of poor school public relations.

Borrow a text on the public school. The author, and authority on education who wrote the text, will invariably include a chapter on public relations. "Good public relations," the author will state, "are essential for the success of a school program." The author will continue that good public relations always start at the "grass roots" of the problem, i.e., student level.

The point: Public relations programs are neglecting the finest product of their systems, the well adjusted honor student.

We're Missing A Chance to

SELL OUR PRODUCT



Which are we selling?

By Robert E. Huffman

Mr. Hoffman is an art teacher at Edison high school in Stockton and last year was treasurer of the Northern California Section of the Pacific Arts Association. That he can write with authority on the subject of the citizen-student is indicated in his own record as track letterman and golden gloves champion as well as National Honor Society member while still in high school. With experience as a Marine, a reporter, and a teacher, he is now working on a Ph.D. dissertation. Subject: Newspaper Art in Stockton, 1850-92.

Imagine a public school system that obtains reams of publicity regarding the building program, financial problems, football teams, teacher committees for curriculum study, or committees for hospitalization or insurance. Very easy.

Recognize Scholarship

But the bread winner for the schools, the very best product, gets little or no mention. Still, John Q. Public, fellow pupils, administrators and teachers are led to believe that good student-citizens are the goal of public education.

Upon the evidence of the printed word, the printed photo, the varsity letter, the public applause, this is difficult to believe. If good student citizens are the goal then the schools are doing only a fair job of public relations. They fail to publicize their best product, the end product, their reason for being.

There is some evidence to support the idea that the average administrator and teacher does not know his best product by reputation, by sight or by personal contact. There is even more evidence that the successful student-citizen is unknown to the taxpayer.

The good student-citizen goes his way while the teacher wages the daily battle with waves of youth. The teachers do not see, know or value these fine products for public relations. Their best results are clothed in anonymity. But the teacher, like other workers, needs satisfaction from his product. Perhaps it should be called to his attention that he does produce a superior product, for regardless of the nobility, regardless of the idealism of the aims, the avalanche of mediocrity dulls the finest spirits, overwhelms the finest teachers.

Pride in Superior Product

American education is for all. It should be. But let us put the emphasis where it belongs, on pride in the superior product. Athletic heroes and matinee idols have their place. Let them stay there. Meanwhile, let us say to the taxpayer, "Look, we are turning out something besides laggards, dullards, half-backs and sensation-seeking youth." There is more to school spirit than athletic loyalty; there are other methods to create the feeling of belonging to a crack outfit. Brains AND brawn can be a goal.

This means a reconsideration of public relations and an education policy for the public in order that the well-

rounded finished product will receive consideration as does the well-rounded athletic program, or a suitable program for the mentally retarded.

This is not to withhold the generous and understanding attitude from the nobodies. These do receive the attention and the monies of the public and fine teachers.

This is to speak for the future leadership of the democratic community which depends upon de-



At the age of nine, the eyes and hands are well differentiated. The two hands can generally be used quite independently. (Gessell and Ilg's The Child from Five to Ten.)

voted, intelligent and enthusiastic leaders working for the stated and respected goals of that community.

A military man will tell you that a platoon is only as good as its leadership. A democratic citizen will tell you that a democratic community is only as good as its leadership. The school spokesman will state that the school system can be only as good as its leadership.

Recognize Leadership

The schoolmen will further define leadership as qualities of intelligence, ability and personality. And before the discussion devolves into an argument regarding terms, they will further agree that leadership can be somewhat taught and certainly it can be recognized in any group.

But if we look at our public schools, what action has been taken, comparable to the athletic department, for instance, to call the attention of teachers, students, or the public to top-flight performance?

True, the performances of superior students are inscribed indelibly in ink in the archives of the guidance office. These records will be forwarded with the student if the guidance office is

well kept. Is this a warm, human, and daily public recognition of the best product of the school system?

Irony aside, these records are worthless public relations. Gold pins are not socially significant enough for the average high school student, and the honor plaques are too small.

The situation seems to indicate that the successful student-citizen is the faceless lad in the school picture. But he is the avowed goal of the teaching profession. And the teaching profession states that it represents the avowed goals of the democratic society—goals that went into the books nearly half a century ago.

Rescue Top Students

Let us rescue this faceless, forgotten student-citizen. Let us recognize him in the school among his fellows and in the community among the taxpayers. If he achieves the alleged goals which the community and the profession have established for him, let us publicize him at least as much as we do the other aspects of the school program.

"Grass roots public relations" is what the school needs to obtain the support of the public. Let us start there, then. And let us borrow a page from industry and sell the good product. The successful product can be sold.

Award of Merit

Emblems the size and quality of that sported by a successful left tackle, stating simply, "scholarship-citizenship" would help. This would be the accolade, recognizable in the school and in the community.

It would be a public evidence and a private joy to the now faceless lad who attains to the standards of his society. And that society will then, one day, become as good as the dreams he dreams.

Why not try some "grass roots" public relations with the best the profession has to offer. It would be a shot in the arm for the profession and for the Public. The taxpayer also expects a superior product.

Why not sell our product? The best product?

"THE COUNSELOR AS A PERSON" will be the theme of the 1953 Chico State College counseling workshop to be held on the Chico State College campus from June 15 through July 10. All activities of the workshop will center around this theme.

SOUND DIAGNOSIS

The doctor, the patient, and the parents have their proper places in the family ailment

By Kenneth R. Brown

A RECENT bulletin of the Research Department, "Planning Salary Schedule and Budget Review," Bulletin 58, serves as a reminder that there is much more to local salary planning than merely "pounding the table" or "looking for the percentage." Salary planning is a seriously complex business which involves many aspects of educational policy.

As in the circumstances of an illness in the family, the local teacher salary-committee with the administration and the board of trustees must move quickly from such preliminary diagnoses as feeling the pulse, laying the hand on the forehead, and looking at the tongue. It is necessary to get to the business of some scientific measurement and analysis, to bring out the thermometer, the stop watch, the diagnostic chart, the book of medicine.

Who Is Doctor?

It will also be necessary to decide at the start of the treatment of the ailing salary schedule just who is the doctor. It seems clear from the very nature of the authority established in law and in custom that if the title is to be pinned upon any one agent in the situation, it must be the superintendent. The teachers in the case may be given the role of "parents" of the patient. Perhaps we could liken the board to the close friends of the family and the doctor.

The fact that the superintendent is the "doctor" will not prevent the "parents" from feeling free to ask questions about the illness of the "patient" or the significance of some of the symptoms which are present. The superintendent may feel that he should bring into the case an outside consulting specialist, or the teachers may feel this way. Many illnesses are just this serious. But in general it should ordinarily

be sufficient to keep the ailment and its treatment strictly within the "family." In fact the superintendent, just as the doctor, is professionally obligated to keep the "family" and "friends" as much at ease as possible, not by concealing the nature of the sickness which must be treated but by frankly and openly diagnosing the situation and prescribing the needed cure. Likewise the teachers must demonstrate a sound faith in the professional judgment of the superintendent, who must merit this faith, in turn, by a record of sound cures. In this way the need for an



Is he really sick?

outside consultant may be altogether removed.

Bulletin Will Help

CTA Research Bulletin 58 is meant to suggest a means of communication between the teachers, the administration, and the board by which this whole matter of the "health" of the local salary schedule may be discussed. If used skillfully, the bulletin should very largely serve to take the place of outside consultant service. It presents an

Dr. Brown, assistant director of research for CTA, has been "feeling pulses" for a long time as salary consultant for California school districts.



The wise doctor knows the answer.

outline of the areas of information and the analytical procedures which should help everyone concerned to understand the local situation.

The first major question to be answered is, "What income is available to support the local school program?" This is a fundamental matter. The illness of the salary schedule may be largely due to undernourishment. If such is the case, then our ailing child will remain stunted and weak, no matter how we recombine and juggle the inadequate calories and vitamins. It may be finally diagnosed that no cure can be effected without providing a richer diet. If this is the case, the superintendent should so prescribe, the board should bless the prescription, and the community should be asked to support the needed remedy.

If it appears that the diet or income is reasonably sufficient to sustain a healthy schedule, then it will be necessary to examine the patient for some kind of "anemia" such as a rush of maintenance or capital outlay need. Perhaps it is a kind of "tapeworm," such as inefficient purchasing, poor district organization, unnecessary transportation, or dwindling reserves. The superintendent's role in matters of this kind is inescapable. If these problems are genuine ailments, they must be honestly recognized and steps taken to overcome them, not by "bleeding" the schedule further, but by getting rid of the tapeworm or stopping the anemia with the therapy of special income for capital outlay requirements.

Bulletin 58 also shows how to translate district income into a salary schedule in terms of the general average practices which are found among California's school districts. On the basis of this general experience, an elementary district which can afford to maintain an average classroom teacher salary of \$4,800 can probably have a three-classification, twelve-step schedule ranging from \$3,600 to \$5,820, with

\$148 increments and a spread of two increments between classes.

Steps in Salary Schedules

A high school district which can afford an average classroom teacher salary of \$5,200 can probably have a three-classification, twelve-step schedule ranging from \$3,900 to \$6,300, with \$160 increments and a spread of two increments between classes. The above calculations are for a staff which has no more than 56 per cent of its teachers in the top two classifications

of the schedule. Bulletin 58 enables the local committee to calculate the effect of such problems as a large proportion of the teachers at maximum, a relatively small pupil-teacher ratio, the gradual shift of the staff to the upper half of the schedule.

Finally, the bulletin provides information to compute the cost of such schedule proposals and the district's ability to support them out of present proposals in the new apportionment law. It does not provide the answers to the problems of insufficient money

in the current expense budget, or of undue proportions of current income going into capital outlay, or of excessive or inadequate reserve status. However, it does suggest ways to recognize these problems and define them clearly.

The answers to such "ailments" must be prescribed locally by intelligent, friendly working relationships between the schools and the local citizens. A partial remedy, at least, to the undernourishment disease was accomplished at state level by Proposition 2. It brought close to \$70,000,000 of financial aid to California's schools. At state level proposed minimum salary legislation has been introduced. The Trustees Association has proposed higher ceilings on local school district tax rates.

The extent to which such results actually bring nourishment to your local salary schedule will depend considerably on the kind of sound diagnosis which is made locally. Bulletin 58 may assist in the task.

EUR-CAL TOURS

This is the third year that the Associated Students, University of California at Berkeley, is offering tours of Europe for students and teachers.

Last year students and teachers from some 53 colleges and universities made up five Eur-Cal groups totaling 220 members. Because of the substantial interest shown by California teachers last year, Eur-Cal is, this year, giving close attention to the needs and desires of teachers on a European Tour. Many aspects of Eur-Cal Tours are designed specifically for teachers. Several varied tour programs are offered, some emphasizing Scandinavia, others Spain, North Africa and Yugoslavia. Eur-Cal Music Tour, a specialized program of music and drama set against the background of a European Grand Tour, is led by a nationally-known music critic and coach. Tours are arranged to fit into the teacher's summer. Maximum amount of travel time in Europe is realized by using roundtrip air transportation.

Eur-Cal offers a first-class European Tour for high school students. A few of the specialized attractions are: roundtrip Pan American (or similar carrier) transportation; visit England, Scotland, Norway, Sweden, Denmark, Germany, Austria, Switzerland, Italy, France, Spain and Portugal; reasonable supervision and excellent accommodations.

SALARY SCHEDULE COMPUTATIONS

Years of Exp.	CLASS I		Prod. of Col. b & c	CLASS II			CLASS III		
	Amt. Above Min. Sal.	No. of Tchrs.		b'	c'	d'	b''	c''	d''
a.	b.	c.	d.	b'	c'	d'	b''	c''	d''
1	0	4	0	2i*	2	4i*	4i*	0	0
2	+ 1i*	1	1i	3i	3	9i	5i	0	0
3	+ 2	3	6i	4i	1	4i	6i	2	12i*
4	+ 3	4	12i	5i	2	10i	7i	2	14i
5	+ 4	2	8i	6i	1	6i	8i	0	0
6	+ 5	1	5i	7i	4	28i	9i	0	0
7	+ 6	0	0	8i	1	8i	10i	2	20i
8	+ 7	3	21i	9i	2	18i	11i	3	33i
9	+ 8	4	32i	10i	1	10i	12i	1	12i
10	+ 9	2	18i	11i	3	33i	13i	2	26i
11	+10	1	10i	12i	0	0	14i	1	14i
12	+11	10	110i	13i	8	104i	15i	4	60i
		35	223i		28	234i		17	191i

* i means increment.

Assume that the district is believed ultimately to have 80 teachers on a schedule with three classifications as shown above, and with the frequency distribution as also indicated above.

It is hoped and thought the district can afford an average of \$4800 per teacher or \$384,000 total in salaries. How large can the increments be if the minimum salary in Class I is to be \$3600 and the shifts to Classifications II and III are equivalent to two increments?

Explanation of symbols: Column b shows the amount by which the salary of any particular level exceeds the lowest or minimum salary. Column c shows the frequency or number of teachers on each level. Column d is obtained by multiplying the expression in column b by the frequency or number in Column c.

Solution:

1. Get the total of all the products in columns d, d', and d''
(A) Col. d (223 in.) plus Col. d' (234 inc.) plus Col. d''
(191 inc.) equals 648 increments.

2. Solve for i in the following equation:

$$\$384,000 \text{ equals } \$288,000 (\$3600 \text{ min. salary } \times 80 \text{ teachers}) \text{ plus } 648i$$

$$648i \text{ equals } \$96,000$$

$$i \text{ equals } \$148 \text{ plus}$$

3. Therefore the range of the schedule could be:

$$\$3600 - \$5288 \text{ in Class I}$$

$$\$3896 - \$5524 \text{ in Class II}$$

$$\$4192 - \$5820 \text{ in Class III}$$

To be certain that a schedule is financially possible, try to estimate frequencies for the various levels, say five years in advance. Then compute the increments possible



On the surface, it would appear that the goal of educators is to improve their financial condition. On the surface, group discussions range from salary schedules to tenure to retirement; it appears that the teacher's chief concern is getting a job and finding security.

We all concur that these welfare objectives are important; it is a primary function of your state association to promote the material gains of the profession.

It would be a shallow representation, however, if we assumed that your teachers association functioned only as a bargaining agent for better pay and more security. We find a measure of the true greatness of professional solidarity in goals and aspirations above and beyond welfare.

We hear the teacher in the back row mutter, "That's a mouthful of words, bud. What's more important to me than providing a decent standard of living for my family?"

That's a valid question. What IS more important? We might suggest that it is important for a teacher to have dignity before impunity, grace before outrage, wisdom before slovenliness, patience before violence, kindness and strength before meanness and weakness.

"Words, words, words," we hear from the back row.

What shall we do about freedom? Do you read deeply enough in your newspaper to understand the threats to academic freedom? Do you interpret democracy in a way your students understand and accept as ideals America fights to maintain?

And what does freedom have to do with your paychecks? When you became a teacher did you expect to be a hired hand, to repeat by rote the classroom lecture prescribed by the Central Office? When you proudly entered a profession honored for teaching truth and wisdom and strength of character did you expect intimidation?

One of our leaders tells us we live in an age of investigation. Maybe that isn't bad; maybe we can tolerate it without rage. But do you understand that skepticism and doubt developing around public education is a threat to the teacher's security?

Since the first American schoolmaster rapped the knuckles of an inattentive student, education has passed through recurrent stages of defense, adjustment, and change. Most of us believe that public education is better, more effective, more enlightened because of that progressive battle for improvement. We have no feeling that teaching will be depressed as a profession. Rather, we see every evidence that teaching will increase in importance and prestige.

It is doubtful whether the teacher's position would be improved if public criticism were removed. The teacher welcomes constructive growth. But the teacher dedicated to the highest ideals of the profession cannot and will not condone irresponsible attacks.

When we think about academic freedom we are inclined to classify it as an area of concern to university professors. We are reminded of the arguments which flared in California about truth and intellectual conviction and integrity of thought.

As employees of tax-supported public bodies, teachers understand and approve democracy's resistance to communism. There has been no furor about teachers signing the Levering Act oath. CTA and NEA express a well-established principle in opposing the employment of known Communists. To do otherwise would deny and defeat the ideal of academic freedom itself.

We do not agree with the tolerant attitude of Senator Taft, who recently said that a teacher should not be fired simply for being a Communist — unless he was actually trying to indoctrinate his students. There are no practical or possible means of detecting skillful indoctrination. Convincing evidence that a teacher who is a member of the Communist party is *prima facie* evidence of educational

unfitness. But that disqualification should be determined by the teaching profession itself, not by government or any other agency.

While we may endorse Mrs. Agnes E. Meyer's courageous assault on McCarthy, Jenner, and Velde and their investigation of "Reds in our classrooms," we must examine these protagonists as extremists. We deplore Senator McCarthy's practice of ruthless character assassination, but we also hold contempt for educators who bow meekly before his powerful influence.

Congressional and legislative committees may enter an investigation of subversive influences with laudable intent. But they soon find there are no fixed or reputable rules of definition. When is a teacher subversive and when is he open-minded and objective? What phobias and pressures and prejudices enter into judgment and how untainted is the judge? Who may honestly say that his life has been wholly free of intellectual curiosity about Marxian theory? Are we to conclude that the only guiltless citizen is the one who knows nothing and cares less about the philosophy ruling the Soviet mind? Who is to establish the point where subversion begins? These are questions which concern the teacher and his conscience.

The age of investigation will pass. We have no doubt it will leave the teaching profession stronger. But that strength will spring from vigorous exercise and a well-balanced diet of thought, patience, and fortitude. For the strong teacher in these times, we remind the voice in the back row, is not the one who establishes an impregnable position in terms of dollar income, but one who can withstand the buffeting of mind and spirit.

READERS of CTA Journal are invited to send suggestions and comments to the editor. Observations and criticisms are welcome. Manuscripts on subjects relating to public education are always appreciated, as well as large glossy photographs illustrating teacher activities. Attach this coupon to your contribution and mail it today!

Name.....

Address.....

School Position.....

Mail to: CTA Journal, 693 Sutter St., San Francisco 2.

Bills Culled For Action At Sacramento

One hundred and forty bills affecting schools and teachers now before the legislature were earmarked for varying degrees of support or opposition by CTA committees on Legislation and Financing Public Education, both of which met in San Francisco February 28 and March 1. Nearly 600 bills were reviewed by the committees in long study sessions.

Progress of bills through committees of the assembly and senate and current status of all measures of interest to education will be reviewed each week in CTA's Legislative Letter, written by Robert E. McKay and Harry Fosdick from their Sacramento headquarters. Because of time lag, it is impossible to report these matters in the CTA Journal until after final action.

Copies of the Legislative Letter are mailed automatically to each school building in care of the principal, to the presidents of all local teacher associations affiliated with CTA, and to members of the State Council of Education.

State Council Annual Meeting Set April 10-11 at San Francisco

Important Bills Receive Attention

School apportionments, salary guarantees, adult education, tenure, Bible reading and teacher loyalty measures are receiving major attention among the 600 bills affecting schools and teachers as the legislature enters its second month of deliberation following the recess.

Increased foundation programs with resultant increase in equalization aid to poor districts have been provided in amendments to AB 1728 (Dunn). Other controversial provisions will be debated at the April State Council meeting as well as in the legislature.

Opposition developed to the \$3400 minimum salary bill (AB 90 Geddes), but passage by the Assembly has been achieved. Senate action is expected soon.

While favoring continuation of adult education, CTA has cooperated in action to trim away waste in that program which might affect state apportionments for support of regular elementary and high school classes.

Opposition to all measures which provide immediate suspension or dismissal of teachers charged with subversive activities has been expressed by CTA, while supporting less drastic legislation to require teachers to answer questions regarding membership in organizations known by the teacher to be advocating violent overthrow of the government.

CTA's STATE COUNCIL of Education will hold its annual meeting at the Palace Hotel in San Francisco Friday and Saturday, April 10-11.

The nine-member CTA Board of Directors will meet Thursday, followed by the annual election of officers scheduled for Saturday. President and vice-president will be named at that time.

Terms of three members of the board will expire at the April meeting. James N. Gardner of Sacramento, who has served since April, 1947, will retire from teaching and a successor will be chosen. Dr. Robert C. Gillingham of Compton and Vice-President W. A. Chessall of Ukiah will also sit for their final meeting of current terms. Both are eligible for reelection.

New Commission

It was expected that membership of the new commission on Teacher Education and Professional Standards will be announced at the council meeting. Final appointments had not been confirmed in mid-March, but Secretary Charles Hamilton has proceeded with preliminary work on a commission program of action.

Legislation, Salary, Financing Public Education, and Retirement committees will report on current status of state legislation. Salary committee may present matters of policy. International Relations committee will announce publication of its new handbook, which went into production in the CTA offset shop in late March.

Campaign Plans

NEA Relations commission will have interesting plans to announce in connection with the campaign to elect Rex Turner president of the National Education Association at the June convention in Miami Beach. State NEA membership, aimed at a goal of 40,000 (which would entitle California to a third state director), was still about 4000 short as the annual meeting approached.

A vote by the council on a proposed change in the CTA by-laws will be dependent on action of the CSTA board. The student subsidiary of the state association has requested consideration of a change in name to Student California Teachers Association.



Member requests for information about the CTA sponsored study tours to Mexico City and Hawaii next summer have poured in to the JOURNAL office since the announcement appeared in the March edition. Since reservations on both tours will be limited, CTA members are urged to apply for reservation blanks as early as possible. Complete details of the CTA approved tours will be found on page 21, as well as description of an alternate session at the University of British Columbia. The picture above of a native outrigger crew is suggested to excite the interest of readers in Hawaii.

PUBLIC SCHOOLS WEEK

34th Annual Observance to Be Held

April 27 to May 2

(See Arthur Corey's comment on page three)

With the slogan, "The Public School — An American Heritage" teachers throughout the state are busy with preparations to make the week April 27 to May 2 the biggest yet from the standpoint of school participation and the number of visitors attracted to the schools by the programs given.

Cooperating with teachers and students is the same citizen group that initiated the first public schools week back in 1920. According to George D. Gavin, general chairman of the state-wide committee, some 700 committees are organized and functioning to sponsor the local school programs and he anticipates that all attendance records by visitors will be broken.

Local committees promote newspaper publicity, radio and television features, programs before service clubs and other groups, and window displays. The citizen committees confine their efforts to "selling" Public Schools Week, leaving the detail of demonstrations put on by the students to teachers and administrators.

Open House Planned

The school programs include "open house," where visitors are urged to inspect school premises and visit one or more classes; assembly hall programs, "father's nights" and similar activities. A feature that has always proved popular is the practice of enrolling parents and others and putting them through an entire day's routine in the course of a couple of hours in the evening. All schools find it helpful to have a trained group of students to meet visitors and escort them through the school when necessary.

Public Schools Week is predicated on the principle that the schools will gain in strength through a better understanding on the part of the people of the important role the schools take in training boys and girls for full responsibilities of citizenship. Rex H. Turner, president of the California Teachers Association, with others heading up state-wide organizations, recently wrote to Mr. Gavin, general chairman of the citizens committee:

"On behalf of the 60,000 members of the California Teachers Association

may I express my very great appreciation for the continuance of this program. This thirty-fourth annual observance comes in a year when citizens are faced with the need of solving school problems of overcrowded classes, double and triple sessions, inadequate schoolhouses and sites, underpaid teachers, a crippling shortage of teachers and teachers in training, and a tendency to criticize the schools without first obtaining the facts.

"Our citizens on whose wisdom and decision the solution to these and other school problems depends, when visiting the schools during Public Schools Week will observe the splendid work being done with the children by the over 60,000 teachers in California."

School authorities are urged to take full advantage of the opportunity offered by Public Schools Week to advance the interests of their local schools. Contact your local citizens committee and work in cooperation with the members of this group in developing and promoting a worthwhile program. If there is no local committee, George D. Gavin, general chairman, 1200 Phelan Building, San Francisco, can provide program help.

ISABELLA H. HILDITCH

Miss Isabella H. Hilditch, 68, teacher at Sweetwater high school, National City, from 1911 until her retirement in 1951, died March 4. She had served as vice-principal for the last 20 years. One of the charter members of the San Diego county teachers association, she had also served for years on the council of CTA Southern Section. In 1945-46 she took a leave of absence to serve as Grand Worthy Matron of the Eastern Star of California.

A NOTE REGARDING THE CODE PRINTED ON OPPOSITE PAGE

We frequently refer to a "professional attitude" and "professional conduct" on the part of persons engaged in occupations classified as professions. Teaching is a profession. Teachers are expected to behave professionally. Last summer CTA reproduced several thousand copies of this "Code of the Professional Worker" as originally written by G. B. Leighbody, supervisor of Industrial Teacher Training of the University of the State of New York. Demand for reprints throughout California has been so great that it is published for the first time in the CTA Journal. Additional copies will be available through CTA Field Service. We acknowledge that professional conduct is not easy to define in a few words, but listed here are some of the characteristics associated with true professional status.

Family Life

PTA Offers Scholarships For July Workshop to Be Held at COP

THE California Congress of Parents and Teachers is offering 40 scholarships totaling \$2,250 for a family life education workshop which is to be held at the College of the Pacific in Stockton from July 6 to 17. Deadline for applications for these scholarships is May 1, 1953.

The workshop is open to parent education leaders, church leaders, youth leaders, social workers, teachers in adult education and anyone interested in providing leadership in family life education. It is being sponsored jointly by the California Congress of Parents and Teachers, the College of the Pacific and the Family Service Agency of Stockton.

Purpose of the workshop is to learn how, where and with whom education for more responsible family life may be expanded. It is unique in attempting to bring together community teams, representing different categories or professions in a community, in an effort to coordinate and make more efficient use of existing local resources dealing with family life. This community team effort to help strengthen families is one of the recommendations of the 1950 White House Conference on Children and Youth. The College of the Pacific, with an extensive library on this subject from a Rosenberg Foundation grant, is ideally suited for the workshop.

Fifteen of the scholarships offered by the California Congress are for \$100 each to cover both tuition and room and board. Twenty-five are for \$30 each, covering tuition only.

Two units of graduate work may be earned and enrollment with or without credits is limited. Applications should be directed to Mrs. Fay Coleman, FLE Workshop, College of the Pacific.



The Teacher as a Professional Worker

The Professional Worker DOES NOT REQUIRE CLOSE SUPERVISION OR DIRECTION.

He directs himself. He plans his own activities. He works independently.

The Professional Worker DOES NOT REGARD HIMSELF AS AN EMPLOYEE.

He does not consider himself to be working for a "boss." He regards his supervisors as fellow professional workers, and they regard him in the same way.

The Professional Worker DOES NOT WORK BY THE HOUR.

He does not expect to adhere strictly to a minimum time schedule. He adjusts his working hours to meet the necessities and responsibilities of his duties, without thought as to "overtime" or "standard work week."

The Professional Worker DOES NOT EXPECT TO BE PAID BY THE HOUR.

He expects the overall sum for which he has agreed to perform his duties. This sum is based upon the responsibilities involved and the professional service rendered. It cannot be measured in hours. Professions whose members regularly demonstrate this are those where compensation is highest.

The Professional Worker IS LOYAL TO HIS FELLOW WORKERS.

He never gossips about them nor about those he serves.

The Professional Worker TAKES FULL RESPONSIBILITY FOR THE RESULTS OF HIS EFFORTS AND ACTIONS.

He makes his own decisions and acts upon them. He may seek advice and counsel, but he does not attempt to transfer responsibility for his own mistakes to others.

The Professional Worker CONTINUALLY SEEKS SELF-IMPROVEMENT.

He takes advantage of every opportunity to improve his knowledge and understanding in connection with his professional duties.

The Professional Worker CONTRIBUTES TO THE SKILL AND KNOWLEDGE OF THE PROFESSION.

He develops new ideas, plans and materials, and gladly shares them with fellow workers.

The Professional Worker RESPECTS THE CONFIDENCE OF OTHERS.

The welfare of those he serves often requires that information concerning them remain confidential. He never violates this confidence.

The Professional Worker AVOIDS RUMORS AND HEARSAY.

He does not credit or repeat information received through the "grapevine." He secures information which is important to him directly from those authorized to release it.

The Professional Worker ADJUSTS HIS GRIEVANCES THROUGH PROPER CHANNELS.

He discusses them directly and privately with those authorized to make adjustments. He refrains from complaining and grumbling to others.

The Professional Worker MEETS HIS PROFESSIONAL OBLIGATIONS.

He fulfills completely all agreements and obligations entered into with fellow workers, whether they are legal or moral obligations.

The Professional Worker DOES NOT ADVANCE HIMSELF AT THE EXPENSE OF OTHERS.

He strives for promotion and advancement in the profession only on the basis of superior preparation and worthy professional performance.

The Professional Worker IS SENSITIVE TO THE PROBLEMS OF HIS FELLOW WORKERS.

He always considers the effect of his actions on the welfare of fellow workers.

The Professional Worker IS PROUD OF HIS PROFESSION.

He always reflects to those outside the profession a pride and satisfaction in the work in which he is engaged.

The Professional Worker's CHIEF DESIRE IS TO RENDER A SERVICE.

To improve men's welfare is the end toward which the professional worker devotes his career. The teaching profession should exemplify this to the highest degree.

State's First Junior College

Surmounts Its Housing Problems

By Phil Smith



This clock tower and the center wing of the old building used by Fresno Junior College will soon be only memories. Familiar landmarks since 1895, they will be replaced by modern structures.

EDUCATIONAL institutions can be compared to champion prize fighters in their mutual ability to withstand crushing blows and to rebound with a resilience that permits them to stand like the Rock of Gibraltar against all crises.

No exception is Fresno Junior College, the oldest two-year college in California, which has continued operations during the fall semester under seemingly insurmountable handicaps which included serious housing problems. The day after classes began in

September the Fresno City Board of Education was forced to suspend them for a week and to condemn two-thirds of the main FJC building.

Students were told at an assembly the second day of the semester that all classes would be closed for at least a week. Because of earthquake damage discovered by structural engineers, the junior college lost 22 classrooms, administrative offices, its library and student snack bar, and other facilities.

Bounces Back

Like the prize fighter, FJC was "down for the count," but it came back like a champion. The survival of the institution and the reopening of all classes within a week were the result of prompt action of the school administration and the public-spirited cooperation of city and church officials.

The Fresno city administration came to the aid of the junior college the day after the board's action by providing classrooms and offices for FJC's business division in the Fresno Memorial Auditorium and by furnishing other classroom space at a nearby playground. Several churches near the campus also offered space for classrooms, as did the Fresno Y.M.C.A.

By utilizing this housing and by remodeling the south wing of the FJC building, the only part not condemned, the junior college was soon "back in business." Most of the college offices were moved to the south gymnasium, which also houses the library. The school also retained use of its block-long shop building. In December the board let contracts for razing the two condemned wings. Work began on this project in January.

Oldest—And Youngest

The junior college has a paradoxical history—not only is it the first junior college to be established in California, but it is also one of the youngest two-year colleges in the state. FJC is also one of the nation's oldest public junior colleges, the first one having been founded at Joliet, Illinois, in 1901.

Philip D. Smith is public information officer of Fresno city unified school district and an active member of the public relations section of Fresno Teachers Association.

The explanation of the paradox lies in the history of the institution since its establishment in 1910. Three years after public junior colleges were authorized by the State Legislature in 1907, the Fresno Board of Education began junior college instruction in the 15-year-old Fresno High School in the same building in which the two wings were condemned last fall.

It is true, however, that this first California junior college was really only an extension of the high school, as was the case with other pioneer junior colleges in the state at Santa Barbara (1911), Fullerton (1913), and several Los Angeles schools.

In 1911 the building at 1430 "O" Street in Fresno, which housed high school and junior college, also became the site of the newly organized Fresno Normal School, the forerunner of Fresno State College. The structure, with its four stories and clock tower of majestic and massive brick walls, was the oldest school building still in use in Fresno and possibly in Central California. Its main wing was built in 1895; the east wing was completed in 1911, and the west wing was finished in 1917. The shop building was erected in 1915. In 1913 Fresno Normal School moved to its present campus in the northern part of the city.

Many Changes

State legislation, which was responsible for the founding of Fresno Junior College, was also the cause of the demise of the school as a separate institution. The California district junior college law of 1921 made it permissive for a junior college district to contract with a teacher's college for the maintenance of junior college courses of instruction. Under this provision junior college instruction was instituted in six of the then seven California normal schools.

Fresno was one of the six; Fresno Junior College and Fresno Normal School were combined. Meanwhile, Fresno High School moved to a new plant and the "O" Street plant became the Fresno Technical High School.

Fresno Junior College did remain alive, in name at least, between 1921 and 1948, the date of its reorganization and refounding as a separate institution. It was part of the normal school, which in another reorganization in 1935 became Fresno State College. Fresno Junior College was listed in

junior college yearbooks in the 1921-1948 period, but its plant, faculty and administration were identical with those of Fresno State College.

Predict Great Growth

In the spring of 1948 a committee headed by George D. Strayer completed a survey of publicly supported higher education in California, including junior colleges. This survey predicted that Fresno County would have a junior college potential of 2000 (day) students by 1960 and recommended that "the Fresno City Schools should house the Fresno Junior College in a new plant or in existing units."

After the Strayer Report was published, members of the Fresno board and school officials met with representatives of the State Department of Education. Conclusions reached at this conference were interpreted as a mandate to the board, and a committee was appointed to arrange for the re-establishment of Fresno Junior College as a separate institution from Fresno State College. The members included Erwin A. Dann, Fresno assistant superintendent, who became acting director of the junior college.

The committee recommended that the junior college be reopened at the site of its birth, in the then Fresno Technical High School plant. This was done in the fall of 1948—making Fresno Junior College both the oldest and, yet, one of the youngest two-year colleges in the state.

In the fall of 1950 Fresno Junior College acquired its president, Dr. Thomas A. Blakely, who replaced Dann, on loan from the Fresno City School headquarters. In his three years at FJC, Dr. Blakely has been striving to make the school a community college in a wide sense, and he has also instituted a program to improve the academic or general education curricula of the college.

Plan for Future

Meanwhile, the housing problems, although solved for the current year, remain acute. The board has appointed a citizens' committee to study immediate and long-term housing for the institution. It met for the first time January 20 to plan housing for the 1953-1954 school year and also to diagram considerations for a new permanent campus for California's oldest junior college. One suggestion which

EUROPEAN MUSIC TOURS

For the fourth consecutive summer, Temple University of Philadelphia offers three European Music Tours, arranged by Study Abroad, Inc., of New York City. The 1953 program includes UNESCO's International Music Educators Conference at Brussels; the festivals of Lucerne, Salzburg, Bayreuth, Edinburgh, Holland, Aix-en-Provence; and concerts, visits, lectures, sight-seeing and meetings in Paris, London, Vienna, Rome, Florence and Venice. Graduate or undergraduate credit is available. Miss Frances Robinson, San Jose State College, is the West Coast representative.

Public Appearances of School Music Groups Approved

School musical groups may appear in educational programs without union interference, but not in commercial or other public affairs where their appearance would not deprive union musicians of employment. This is the principle of an agreement, first made in 1947 by the American Federation of Musicians with the Music Educators National Conference and the American Association of School Administrators, officially renewed recently by the three organizations.



Frankly, Mrs. Allen, I enjoy having you as a teacher all day but isn't this baby sitting a little too much?

has had considerable public support would have the junior college occupy the present Fresno State College campus when the state college moves to its new site northeast of Fresno.

But after solving the housing crisis of last September, the Fresno school officials are prepared to take these other building problems in stride, confident they can be adequately met.

Calendar of Coming Events

DURING APRIL AND MAY

April 6-10 — Association for Childhood Education International; annual study conference. Denver.

April 8-10 — NEA Department of American Association for Health, Physical Education and Recreation; Southwest District Convention. Logan, Utah.

April 9 — CTA Board of Directors; regular meeting. CTA Building, San Francisco.

April 9 — CTA Commission on NEA Relations; regular meeting. CTA Building, San Francisco.

April 10, 11 — CTA Council of Education, annual meeting; Committee meetings; Board of Directors; CSTA. Palace Hotel, San Francisco.

April 10, 11 — California Audio-Visual Education Association; state conference. Riverside.

April 16-18 — California Council on Teacher Education. Mar Monte Hotel, Santa Barbara.

April 18 — California Association for Childhood Education, Southern Section; regular meeting, hosted by Santa Barbara branch. Santa Barbara.

April 18 — California Business Education Association, Central Section; regular meeting. Fresno State College.

April 18 — California Scholarship Federation, Northern Region; regional convention. Stockton High School.

April 18 — School Library Association of California, Northern Section; workshop. Big E Auditorium, Stonestown, San Francisco.

April 18 — Southern California Junior College Association; spring meeting. Santa Monica City College.

April 19 — California State Chapter of International Council for Exceptional Children; annual meeting. Long Beach.

April 23-26 — California Association of Women Deans and Vice-Principals; state convention. Yosemite.

April 24, 25 — California School Supervisors Association, Southern Section; spring conference. Los Angeles.

April 25 — Northern California Junior College Association; regular meeting. West Contra Costa Junior College Campus, Richmond.

April 27-May 1 — California Public Schools Week.

April 28-30 — California Congress of Parents and Teachers; annual convention. Long Beach.

May 2 — California Association for Childhood Education, Southern Section; regular meeting, hosted by Orange County branch.

May 2 — California Elementary School Administrators Association, Southern Section. Santa Ana.

May 2 — California Scholarship Federation, Central Region; regional convention. Gilroy High School.

May 2 — California Speech Therapy Association, Northern Section; spring meeting. San Francisco.

May 2 — Southern California Continuation Education Association; spring conference. Excelsior High School, Norwalk.

May 4-6 — California Future Farmers of America; state conference. California State Polytechnic College, San Luis Obispo.

May 7-9 — California School Supervisors Association, Northern Section; spring meeting.

May 9 — CTA Northern Section Council; regular meeting. Redding.

May 9 — CTA Southern Section Council; regular meeting. Los Angeles.

May 9 — California Scholarship Federation, Southern Region; regional convention. Pasadena City College. Muir College chapter will be co-host with Pasadena.

May 16 — CTA Central Section Council; regular meeting. Fresno.

May 18-20 — National Congress of Parents and Teachers; annual convention. Oklahoma City.

May 22, 23 — California School Supervisors Association, San Joaquin Section; regular meeting. Hanford.

May 23 — CTA Central Section Local Club Presidents; annual conference. Visalia.

May 23 — CTA Southern Section Local Club Presidents; conference. Los Angeles.

May 27-29 — Association of California County School Superintendents; annual spring conference. Sacramento.

LETTERS

Sir:

Our California Teachers Association and the NEA have set a good example in their presentation of school problems to the public. Each of us should individually assume a similar responsibility. If teaching is to be considered a true profession, we must accept our obligations to society. An essential requirement is to maintain membership in our professional associations.

Jack C. Goodwin, Principal
Julia B. Morrison School
Norwalk City School District
Norwalk, California

Sir:

There are among your readers many who are already retired, and many who are facing retirement. To all, retirement brings the shock of distinct change.

For years, their lives have been centered about a firm core of exacting schedules, enriched by a purposeful responsibility, challenged by youth's needs, sweetened by social participation, and dignified by a sense of service. With retirement, the pattern is changed. The core is gone, and, with it, its rewarding tasks and companionships.

The National Retired Teachers Association, a Department of NEA, recognizes the retiree's need of reorganization and adjustment. It tends to promote his personal relationships, well-being and prestige. It challenges a continuation of educational interest and purposeful activity. It affords an opportunity to work more effectively toward liberalization of retirement benefits and stabilization of retirement funds.

Recognition through your columns of the existence of the National Retired Teachers Association and its status as one of the twenty-nine Departments of NEA, would be a real service, both to your reading public and the thousands upon thousands of retired teachers in our land.

Membership, with its four quarterly dues, is kept at \$1 a year to enable all retirees to join and share.

Sincerely yours,

Ethel Percy Andrus

President, NRTA
941 Rosemont Rd., Glendale 7, Calif.

QUESTION AND ANSWER

Questions of professional significance are often submitted at local association meetings. Local secretaries are urged to record such questions and forward them to the Journal. The following answers were written by HARRY A. FOSDICK, Field Service representative.

Q. If it seems likely that a teacher would be ineligible for tenure, is it customary that he should be so advised at the end of his second year of service by the administration or board?

A. It generally is considered the duty of the administration to keep teachers informed regarding administrative evaluation of the service being rendered. A teacher should know whether or not he is meeting standards set for the district, and whether or not he might qualify for permanency.

This is particularly important at the close of the second year of service. Not only should he be informed if attainment of permanency is in doubt, but he should be told what progress needs to be made before tenure status would be granted.

Many districts now follow a policy of releasing at the end of the second year a teacher whose service is definitely below standards required. Those kept for the third year are reasonably certain that their position is secure. In

this case, careful evaluation, constructive criticism and assistance in correcting weaknesses must come during the first and second years. Without these steps, the claim that a teacher failure is really an administrative failure is given validity.

Q. Why doesn't the CTA operate with membership based on the school year instead of the calendar year?

A. The Association's budget must be based on income from dues. Even three months is not long enough to conduct the membership campaign and collect the dues and reports at the state office, but by January 1 some reasonably accurate estimates can be made.

For the individual member, too, the calendar year is necessary. You may pay your dues in your building in October, but the collector might hold up transmittal for a month or more while waiting for the "slow pay" brethren. Other delays can and often do occur in getting the dues from the city

or district chairman to the CTA Section office. During rush weeks, another week or more is needed to transmit these to state headquarters where your membership becomes official and your name goes on the Journal mailing list.

Even with the whole fall season allowed for this process, the state office receives a large percentage of the memberships in January and February. Receipts for some teachers who paid their dues in September arrive as late as March or April. Mechanics of dues collection and budgeting make the calendar year mandatory unless time for payment were to be shifted from fall to spring. There are other reasons why the shift has not been considered desirable.

Q. In our county, the long-established county teachers association is being weakened almost to the point of becoming meaningless by the chartering of local associations in most of the larger districts. Is this experience being encountered in other areas? Would it be advisable to just let the county association go out of existence?

A. Yes, this problem has been faced in many counties, and is being met in various ways. Two counties changed their association into an organization for rural teachers—those left out of other chartered groups. Then they formed a coordinating council of local association presidents to develop unity of program and effort throughout the county.

Another county association made its project of the year the formation of local associations which would include every teacher, then went out of existence. Still another changed the nature of the association's program, taking on only those activities which they could do best on a county-wide basis, such as a combined research and publicity campaign that supported the efforts of each local association salary committee. Another county that has kept its county-wide association placed direction of the campaign for Proposition 2 and the county-wide community chest solicitation in the county organization.

Several well-organized counties have found that there still is an important function which can be performed by their county association to supplement the work of local groups. The one common denominator is a careful re-evaluation of the county association and its function, without thought of the prestige or personal feelings of those now holding positions of leadership.

Important Educational Problems Are Discussed In CTA's

RESEARCH JOURNAL

THE California Journal of Educational Research, now in its fourth year of publication, has gained both national and international recognition. Introduced by the California Teachers Association in January 1950 as a medium to interpret important research findings for California school administrators, the Journal now has subscribers in nearly every state and several countries.

The idea of the Journal originated with the State Advisory Council on Educational Research which now serves as its editorial board. Having representation from school research departments, county school research offices, colleges and universities, the school administrators' association, the State Department of Education, and the CTA, the editorial board assures that the material published in the Journal will represent all school levels and research interests. The Journal is pub-

lished five times a year in San Francisco.

Most of the larger California school districts are making regular use of the publication, as are the county school offices and the colleges and universities. Some districts are supplying a copy for each attendance center.

Some of the features noted in the first three volumes of the Journal which will interest all superintendents and other administrative and research personnel are:

1. Digests of selected graduate theses and dissertations that have research implications for school practice;
2. Reports on findings of educational research conducted in local school districts and county offices;
3. Critical articles which have attempted to challenge research workers and school administrators;
4. An annual classified bibliography of all theses and dissertations completed

(Continued to Page 22)

Who Will Teach These Children?

Every Teacher Is A Recruiter

A major need is a coordinated program of selective recruitment for professional service in the classrooms of the future.

THE PERSISTING PROBLEM of satisfying the demand for qualified teachers to staff California schools may in 1953-54 present an even more serious challenge to the profession.

Recent data presented by the Division of State Colleges and Teacher Education indicates that as pupil population continues to outgrow even liberal estimates the number of teaching candidates in institutions of higher education continues to diminish.

Elementary schools will continue to face the lack of adequately certificated personnel and no area of secondary school instruction will be exempt from shortage.

California schools will continue to rely heavily on teacher imports from other states and upon sub-standard credentialing. Population estimates and indications of enrollment in teacher education do not presage relief in the immediate future. Barring sudden social or economic changes in American life the imbalance of teacher supply and demand quite probably will continue to be a problem of this decade if not the next.

Recruitment Need

The facts indicate that California's system of public education needs now a vigorous and coordinated program of selective recruitment for professional service. There is need for both emergency short term procedures and development of a long term program to insure an adequate flow of capable new teachers. Several professional and lay organizations are at present carrying out recruitment programs. The continued and expanded efforts of these groups is urgently needed. In addition there is needed an agency or agencies assigned to coordinate recruitment activity into a significant statewide effort. The two agencies most nearly able to assume the task of coordination and development are the State Department of Education and the California Teachers Association.

Use of the prestige and resources of a state department of education in a selective recruitment program is not without precedent. The Illinois Department of Public Instruction in 1951 acquired the services of a coordinator of recruitment. An active program has been developed among state institutions with assistance from such organizations as the Illinois State Chamber of Commerce.

Commission Named

The California Teachers Association is now in the process of establishing its Commission on Teacher Education and Professional Standards. Foremost among the several problems it faces will be the consideration of approaches to solving the difficulties of teacher supply and demand. Working with the State Department of Education, teacher education institutions and with other professional and lay organizations, the CTA can give strength to a statewide selective recruitment program.

The efforts of any statewide program will be negligible unless they assist individual recruiters to make more effective contacts with prospective teaching candidates. Both parents and teachers need to be encouraged to assist the program at the local level. Teachers both as individuals and in cooperation with local organizations will, in the last analysis, do the recruiting.

Keys to Progress

There is need to remind educators occasionally of the implications found in the following statements:

1. *The professional example educators set among pupils and parents is a factor in recruitment. Teachers are responsible in*

large part for attitude formations that determine whether or not young people will elect teaching as a vocation.

2. *Educators assist the selective recruitment process by early identification of prospective teaching candidates. There is reason to believe that this identification process may begin in the elementary school, be intensified in the high school and junior college, and certainly not forgotten in the upper division programs of college and university.*

3. *Educators make use of many opportunities to develop the social importance of their profession. The teachers' lines of communication with lay organizations are used, in part, to convey a desirable interpretation of a teaching career.*

4. *All educators assist in a teacher-education program. Teachers provide informally for student opportunity to engage in teaching processes. They encourage observation of their professional activities by those who would be teachers. Further, they provide when asked, for student teaching opportunities in their schools and classrooms.*

5. *Educators place particular emphasis on selectivity in recruitment activities. The teacher is concerned that his profession's standards are kept high and that even during periods of under-supply standards are not weakened.*

There is little doubt that the teaching profession will continue to face severe supply and demand problems for many years. The selective recruitment of teaching personnel cannot be left to a chance development. The most powerful professional agencies at hand must provide leadership for a statewide program to increase the flow of credentialed personnel for public school service.

Dear Sir:

The front cover of the CTA Journal is always nice. Many times the pictures are good for classroom use. Very often I do use them, but I think they could be used to a better advantage and display better in color. How about it? Let's have some in color.

Mrs. Thelma Maberry
Costa Mesa

By Charles E. Hamilton

Mr. Hamilton is secretary of the new CTA commission on teacher education and professional standards. His full-time staff function will be key-noted when membership of the new Commission is announced at the annual council meeting this month.

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WONDERFUL, LOW-COST CTA STUDY TOURS IN UNSURPASSED SCENIC LOCATIONS!

Both the Hawaii and Mexico trips offer to members of California Teachers Association a tour combined with summer session study at an accredited university. These are the only CTA sponsored tours,

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Left: Mexico

Right: Hawaii

Below: British Columbia



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Via regular scheduled first-class flight of Mexicana de Aviacion (Pan American World Airways) from Tijuana, Baja California, to Mexico City.

Includes transportation noted above, all meals except lunches which may be obtained at university cafeteria at a nominal cost, accommodations at Comee Hotel and escorted tours to Pyramids, Taxco, Cuernavaca, Xochimilco, and of Mexico City. Does not include registration fee at National University of Mexico.

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Via regular scheduled tourist flight of Pan American World Airways from San Francisco. Includes transportation as noted above, breakfasts for 48 days (lunches and dinners not included).

Accommodations at Castle Hall Dormitory and escorted tours of Oahu with Hawaiian Luau, Mt. Tantalus, Upsidedown Falls, Nuuanu Pali, the Garden Island of Kauai, the Island of Maui, and the Island of Hawaii. Does not include registration fee at University of Hawaii. May return on S.S. Lurline at slight additional cost.

and A SPECIAL NON-SPONSORED TOUR TO THE 34th ANNUAL SUMMER SESSION of the UNIVERSITY OF BRITISH COLUMBIA

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Via Southern Pacific Shasta Cascade Streamliner using roomette or double bedroom. Overnight at Seattle, then by boat to Victoria for a few hours, then by boat to Vancouver. Includes transportation as noted above, and all meals except on trains and boats between San Francisco and Vancouver and return. Accommodations on the basis of two in a room at the University Dormitory. Tour includes spectacular three-day trip by boat and rail into Central British Columbia; a weekend tour by boat up Indian Arm to Wigwam Inn; several city sightseeing tours. Does not include registration fee at University of British Columbia. Optional side-trips to Banff and Lake Louise, Jasper National Park and Vancouver Island, during and following summer session.

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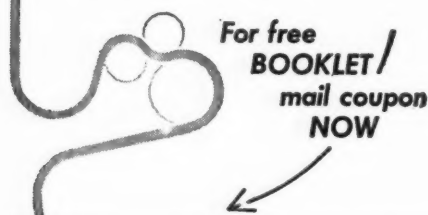
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RESEARCH JOURNAL

(Continued from Page 19)

- in California colleges and universities;
5. Reports on annual statewide conference on educational research, and on the annual meeting of the California Educational Research Association;
6. Pertinent research news and views, both from California and elsewhere;
7. Reviews of current educational books that have research implications;
8. Announcements of important research meetings and events.

New Features

On recommendation of the editorial board, a new feature (Research Question Box) was introduced in the January 1953 issue of the *Journal*. The Question Box should be welcomed by school districts, as well as colleges and universities, which do not have access to needed research information and data. For example, one reader submitted the question, "Since the enactment of state legislation to encourage unification of school districts in California, how many districts have unified and is there any evidence to show improvement or regression in the educational program resulting from this reorganization?" The answer, which appears in the May 1953 issue of *California Journal of Educational Research*, requires two full pages. When necessary the editors consult experts in various fields to get authentic facts to use in the Research Question Box.

Another new feature will be the publication of the reports of five subcommittees of the State Advisory Council on Educational Research. The first report, "Basic Principles to Guide Educational Research Workers," will appear in the May 1953 issue of the *Journal*. Other reports will deal with the following problems: (a) preparation of school research workers; (b) sampling techniques for statewide educational surveys; (c) coordination of educational research in California; and (4) improving norms of published tests. These reports will provide direction in areas heretofore unexplored, and they should be welcomed by all persons interested in educational research.

The *California Journal of Educational Research* is sent to all local and county chapters of the California Teachers Association. It is therefore available to the majority of California teachers. School districts, county school departments, colleges and universities, and libraries may secure back issues of the



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1 SHORT TRIPS TO MEXICO—You may visit Tia Juana, Mexicali, Juarez, and other Mexican cities within 25 miles of the border without buying more automobile insurance. For extended trips the Mexican Government still requires you to take out a separate policy in a Mexican company.



2 HOUSE TRAILERS—Your protection now includes house trailers without extra premium. Formerly, only utility trailers were covered.



3 BORROWED CARS—In case you are in an accident while driving a borrowed car standard policy provisions protect you to the extent of your liability and medical coverages. Teachers plan insurance also extends your collision coverage to borrowed cars, subject to policy provisions.

4 OCCURRENCES—If your exhaust gradually mars a neighbor's garage door... or your bumper knocks down a portion of his wall, brick-by-brick... or you wear deep ruts in his driveway... or in the event of many similar occurrences which do not qualify for property damage payments by standard terms, your claims are normally honored under California Casualty's liberalized teachers plan.



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WHAT TO DO NOW

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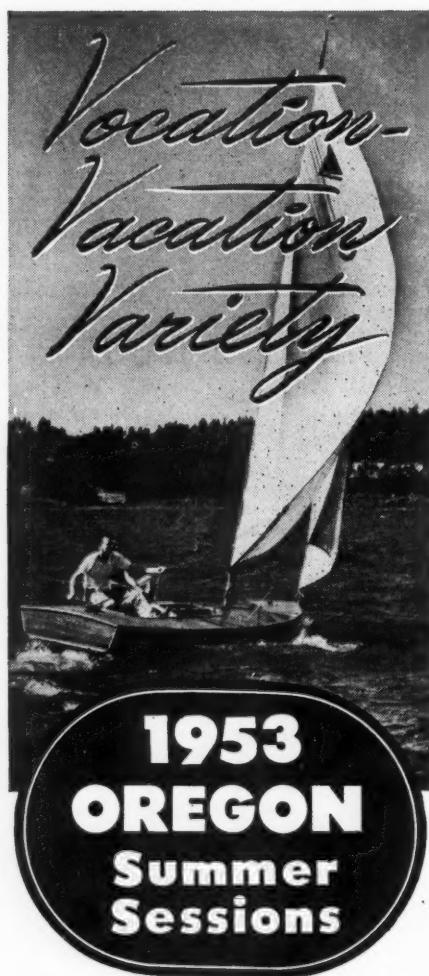
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City.....		Zone.....	Finance Co.'s Address: No. and Street.....	Collision Losses In Past Year: \$.....	Other Losses: \$.....
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Director of Summer Sessions
Oregon State System of
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Journal to complete their files, but these will be furnished on a first-come-first-served basis as long as the supply lasts. Single copies of the Journal may be purchased for \$1.50; complete volumes at \$6. Subscriptions should be sent to the California Journal of Educational Research, 693 Sutter Street, San Francisco 2.

BELLFLOWER RECOGNIZED

An adaptation of the 1951-52 annual report of the Bellflower school district is featured in the April issue of the NEA Journal.

The four-page pictorial centerspread, entitled "A Cooperative Enterprise," shows how, through appropriate learning experiences, success in various subject areas begins in the home and is continued in the classroom.

Reprints of the centerspread are available free from the NEA while the supply lasts.

Other topics in the 64-page April Journal include: intercollegiate cooperation, professional education, inservice art training, Texas junior colleges, retired teachers, and a symposium on reporting to parents.

Tour to Guatemala

A study tour of Guatemala and South America is announced by San Francisco State College for the coming summer. Under the direction of Dr. Alfred G. Fisk, professor of philosophy, the group will travel by steamer and Pan-American Airways, visiting most of the countries of South America, with significant visits to the Inca land area of Peru and the highlands of Guatemala with their interesting archaeological remains. Comprehensive sightseeing will be supplemented with visits to governmental ministries, educational and social service institutions, and interviews with cultural leaders. Six units of credit are available from the summer session. Address inquiries and applications to Dr. Alfred G. Fisk, San Francisco State College, San Francisco 2.

Fund Promotes Teaching

Members of the Ventura Elementary Teachers Association have voted to contribute \$100 to the Marguerite McBride Memorial Scholarship Fund. In addition to the group contribution, many individual teachers annually support the memorial. The fund is used to give scholarships to a Ventura student who is preparing to teach in an elementary school.

The fund was established six years ago by Venturans as a memorial to Mrs. Marguerite McBride, who had given many years' service as an elementary teacher. Mrs. McBride was the wife of Senator James McBride, a loyal friend and supporter of California education.

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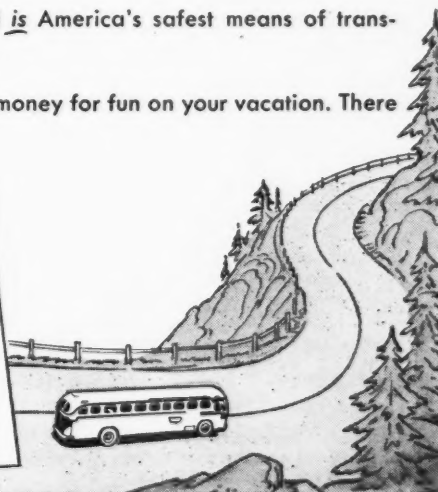
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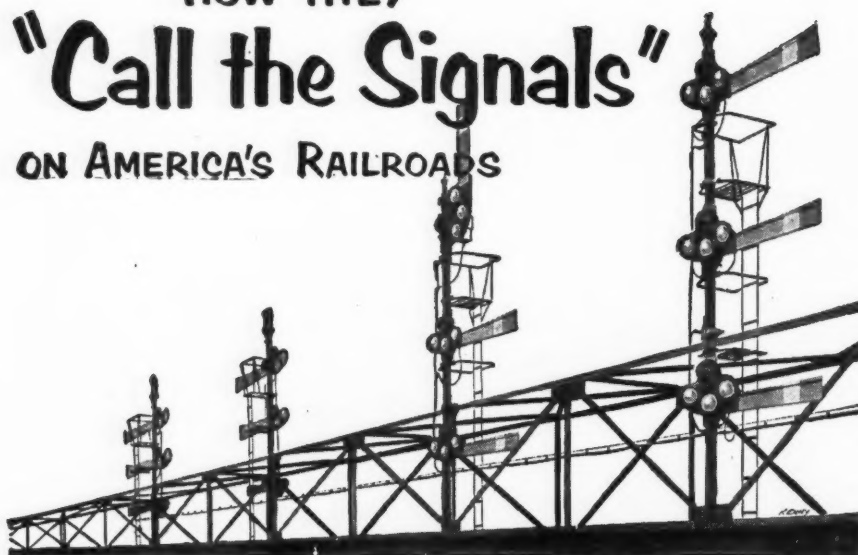
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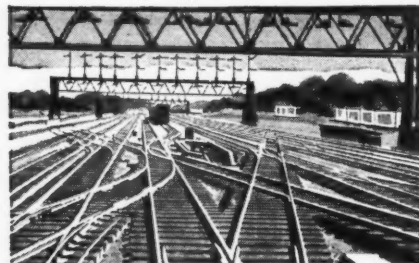
HOW THEY "Call the Signals" ON AMERICA'S RAILROADS



Railroad signals have come a long way from the time when a colored ball hoisted to the top of a pole signaled that the track ahead was clear. Today, trains run more than 2,000,000 miles every day on American railroads, under the world's most complete, most effective and safest system of traffic control.

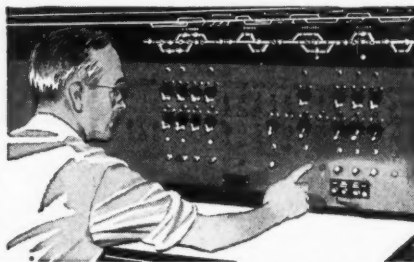


Basic in this traffic control is the automatic block signal system by means of which a train in a "block" or section of track reports its presence to all approaching trains. This is done automatically through electrical operation of signals which tells the engineers of other trains whether to stop, to proceed with caution, or to go ahead.



The way trains are directed through great terminals is another modern marvel. Lights on a map tell the operator the position of every train. Through his control board he lines up signals and switches which are so "interlocked" as to make it impossible to set up conflicting routes as trains are guided automatically through the maze of terminal tracks.

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On sections of line equipped with Centralized Traffic Control, all trains automatically report their exact positions and movements through lights on a map on a central control board. By moving little levers on this board an operator can set signals and throw switches that govern the movement of trains as far away as 200 miles.



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What I Want My Children To Learn In Language Arts

Mrs. Howard Hays, 4th Vice-President,
11th District P.T.A., Merced, California

WE need to realize that our schools are and will continue to be fundamentally language schools. The great bulk of our instruction takes place through the medium of language—through reading or through listening to others read and through talking and writing.

To stimulate and teach children to use the English language effectively, our schools should have in their curriculum a language arts program which includes the "receiving" or "impression" side of language—which is instruction in reading and listening and the "broadcasting" or "expression" side of language which is instruction in oral and written composition, spelling, and handwriting.

We used to think that handwriting or penmanship, spelling, and language were all separate subjects and should have separate drill periods for each. Now we know that they are all closely related. Thus from our elementary schools, I want my children to receive definite instruction in these basic skills but as a part of the Language Arts program.

First, I want my children to be able to express themselves in writing. To be able to write so it can be read—not with great stress on perfect penmanship—but with enough practice so my children can write easily. I also want them to have practice in writing letters—to write their everyday experiences, etc., not empty drill for beautiful handwriting.

I want my children to be able to express themselves orally—I do not expect great orators—mine aren't "quiz kids"—but I do want my children to be given the opportunity to tell their experiences—to be able to discuss what they have read and to take part in school group discussions. To prepare children for these activities the school should give effective training in the correct use of language. Such practice in the field of communication will help my child in his everyday life.

Spelling is considered wholly as a practical aid in writing. Thank goodness, gone are the days when a good



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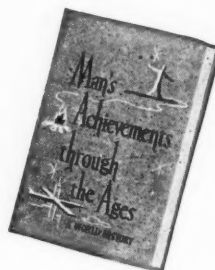
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speller was the one who could spell the unheard and unused words in the "spelling bees." We seldom spell words orally, but we must be able to spell in written communication. Therefore, my child should be helped to develop correct spelling habits. He must have some ideas to express and a vocabulary of words in which to express them. Thus spelling shouldn't be confined to the spelling period but should be practiced whenever writing is done. Thus spelling and handwriting become a means to an end and not just other isolated drill subjects.

Our schools are doing a good job in helping our children understand what they read and hear and are helping them to say and write what they mean clearly, exactly and correctly. I feel this is a great improvement over our former methods.

Staff Changes

Mrs. Lucile R. Bysom, a CTA staff employee since 1940, resigned effective April 1 in order to devote full time to household duties. Starting as secretary to Robert W. Spangler, advertising manager of Sierra Educational News, she became secretary to Editor Vaughan MacCaughy and took over as advertising manager when Mr. Spangler retired in 1948.

Miss Marie Kane has been employed to succeed Mrs. Bysom as office secretary in charge of advertising for the Journal. State Council members will remember Miss Kane as the stenographer who took notes for two annual meetings as Miss Ball's secretary.

Charles E. Hansen joined the Journal staff March 16 as artist and design consultant. He will produce illustrations for the Journal, handle lettering and layout for the CTA's offset production department, and create displays for CTA conferences and exhibits. Attending California School of Arts and Crafts in Oakland part time, Mr. Hansen expects to earn his master of arts degree next winter.

JAPAN STUDY-TOUR

San Francisco State College offers six units of college credit in Social Science and Humanities in its Summer, 1953, Japan study-tour aboard the American President liners, President Cleveland and President Wilson. The tour leaves San Francisco on June 22 and returns on August 27, with stops at Honolulu, Yokohama, Manila, Hong-kong, and Kobe.

California's Program of Readjustment EDUCATION For VETERANS

By Roy E. Simpson
Superintendent of Public Instruction

THE Bureau of Readjustment Education, California State Department of Education, is the state agency for the approval of California educational institutions offering training to veterans under Public Law 346 (Servicemen's Readjustment Act of 1944) and the recently enacted Public Law 550 (Veterans' Readjustment Assistance Act of 1952). These acts provide educational benefits to veterans of World War II and of the present emergency. It is the responsibility of the Bureau to approve California educational institutions, both public and private, desiring to train veterans under either or both of these acts.

To implement the Bureau's responsibility, the State Board of Education has adopted a well-defined and extensive set of regulations governing the approval of educational institutions for veteran training. These regulations are subject to continuous review by the State Department of Education for the purpose of ascertaining needed changes and additions. The federal laws themselves have specified certain criteria which the state agency must consider in the evaluation of institutions and

R. J. WHITE

Robert James White, 75, who served as assistant superintendent of Contra Costa County schools for 26 years, died February 20 at his home in Martinez.

Mr. White, a native of Canada and resident of Martinez for 32 years, was appointed to the position of assistant county superintendent of schools by the late William H. Hanlon in 1921 and served until his retirement on July 1, 1947. Previously he was principal of the Antioch high school.



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their course offerings. The Veterans' Readjustment Assistance Act of 1952 is very specific as to the requirements to be met by an institution before the state approval agency may consider the approval of the institution and its course offerings.

Inspect Schools

The Bureau has the responsibility of inspecting the approved schools periodically. Federal regulations require that each approved school be inspected at least twice a year to ascertain if the school is complying with all federal

and state regulations. Many of the schools require more than semi-annual visits. The problems arising from the changes of courses, programs, instructors, ownerships, and locations require the attention of the Bureau. Likewise, the failure of a school to comply with the regulations for maintaining approval necessitates Bureau action. In some cases, this failure to comply with the regulations has resulted in the suspension of the school and the instituting of proceedings for the revocation of the approval of the school in accordance with the State Administrative Procedure Act.

The Bureau has the responsibility of negotiating and processing contracts between the California public schools and the Federal Government for the training of veterans under Public Law 346 and Public Law 16 (the Federal Vocational Rehabilitation Act). This area of activity has required a considerable amount of the Bureau's time and effort. A number of problems have arisen over the period of time that the veteran program has been in existence. Through the excellent cooperation of the school officials, these difficulties have been resolved to the satisfaction of those concerned.

The Veterans Administration consults the list of approved schools as a guide to the enrollment of disabled veterans in educational institutions under the Federal Vocational Rehabilitation Acts of World War II and the Korean Conflict (Public Law 16 and Public Law 894). The California State Department of Veterans Affairs also uses the Bureau's list of approved schools and approved courses as a guide for the enrollment of veterans under the California Veterans Educational Institute Act.

Distribute Information

The Bureau serves as a clearance center for the dissemination of information pertaining to veteran training. This information is distributed to schools, agencies, veterans, and interested individuals. At the beginning of each year, the State Department of Education prepares and publishes a booklet listing California educational institutions approved to offer training to veterans under Public Law 346, as amended. This booklet has wide circulation within the state and nationally as well. A supplement to the approved list is prepared and distributed on July 1 of each year which contains additional approvals, changes and omissions to the annual approved list. Anyone interested in the booklet may procure a copy by writing the State Department of Education. In addition to all the public and private institutions of higher learning, the publication lists all approved private professional, semi-professional, and vocational trade schools. The private professional and vocational trade schools are grouped and classified according to the types of training offered. There are at the present time approximately 370 approved private professional and vocational trade schools. The State of California has



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April 1953

probably as large a number of private schools participating in the program as any state, as well as one of the largest veteran enrollments in the United States. The types of training offered in the private schools are many and varied. It is significant to note that prior to the establishment of this approval agency for veterans training California had not appraised or evaluated its private vocational schools other than those which are under the jurisdiction of state boards, such as barbering and cosmetology.

Establish Trends

Each year the Bureau conducts a survey of the veteran enrollment in all approved California public and private institutions. The results of the survey are published and made available to schools and interested agencies. This survey attempts to indicate the trend of the veteran enrollment in the various types of institutions and offers a comparison between veteran and non-veteran enrollments.

The Bureau has worked closely with the Division of Instruction of the State Department of Education in the recommendation of policies pertaining to the evaluation of educational experiences of military personnel. The problem of granting credit toward a high school diploma upon the successful completion of the United States Armed Forces Institute Tests of General Educational Development has been one of the areas of activity. The Bureau has also had the responsibility of certifying to the Veterans' Testing Service* those California educational institutions and agents responsible for the administration of the restricted forms of the General Educational Development Tests. If an institution desires to be certified as a veterans' testing service agency and such service is not already available within the area, the school may make known its request by contacting the Bureau offices in either Sacramento or Los Angeles. The Bureau has distributed to the California public schools numerous bulletins published by the Commission on Accreditation of Service Experiences of the American Council on Education relative to the evaluation of educational experiences in the Armed Forces.

* Veterans' Testing Service of the Education Testing Service operated in cooperation with the American Council on Education.

Veteran Benefits

The Bureau has recently been designated as the State Approval Agency for approval of California educational institutions for the education and training of veterans under Public Law 550. This Act provides educational benefits to veterans of the present emergency. Any veteran who was discharged under conditions other than dishonorable after June 27, 1950, and who has served in active service in the Armed Forces for 90 days or more will be entitled to education and training for a period equal to 1½ times the duration of his

active service in the Armed Forces during the basic service period. The basic service period is that period of time between June 27, 1950, and such date as shall be determined by Presidential proclamation or a concurrent resolution of the Congress. The maximum period of entitlement under the provisions of this Act is 36 months. No eligible veteran shall be entitled to initiate a program of education and training under Public Law 550 after August 20, 1954, or two years after his discharge, whichever is later. The law also provides that no educational train-

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Miss Bernice C. Bryan
Curriculum Coordinator, Science
Los Angeles County Schools

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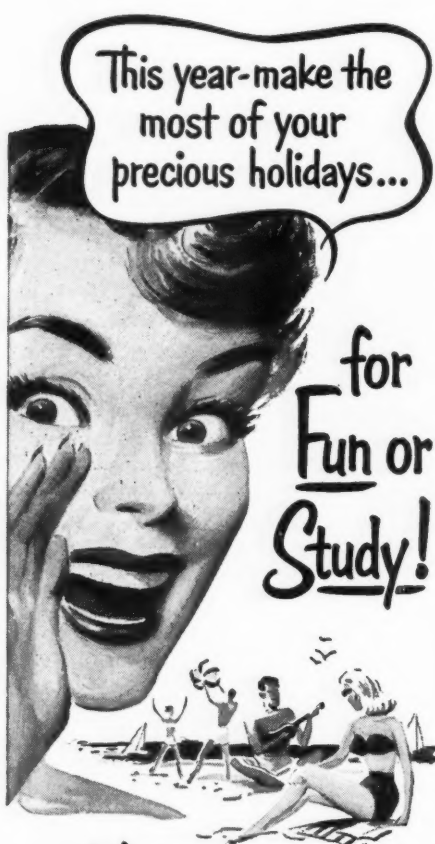
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ing shall be afforded an eligible veteran beyond seven years after his discharge or release from active service or the end of the basic service period, whichever is earlier. It is possible under Public Law 550 for an eligible veteran who has initiated his educational program to suspend training for periods of not more than twelve consecutive months.

Full-time and part-time training are recognized under Public Law 550. The law provides that a veteran shall be paid an education and training allowance on a full or part-time basis. It is intended that the education and training allowance will help defray part of the expenses of subsistence, tuition, fees, supplies, books, and equipment. This law is definitely an educational assistance act and not a complete subsidization of the veteran's education. The veteran himself will be responsible for the payment of the required expenses for educational training. This responsibility of the veteran for the payment of charges is in direct contrast to Public Law 346, which provides for the Federal Government to make direct payments to the institutions for tuition and other charges. A veteran may begin his training under Public Law 550 on or after August 20, 1952.

Approved Courses

Before an eligible veteran may enroll in an educational institution and receive benefits under this law, it will be necessary that the course which the veteran intends to pursue be approved by the designated state approval agency. It is necessary that every California educational institution desiring to train veterans under Public Law 550 request approval from the State Department of Education. The fact that an institution was approved for the training of veterans under Public Law 346 does not constitute an approval under Public Law 550. Each institution must submit a written request for approval to train veterans under Public Law 550. The letter of request may be addressed to either the Sacramento Bureau of Readjustment Education office or the Los Angeles office. The Bureau upon receipt of this request will furnish the institution with the specific instructions and requirements to be met for consideration of approval. If one is desirous of obtaining information pertaining to the enrollment of veterans under Public Law 550, it is suggested that he contact the Veterans Administration office located in his area.

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Audubon Camp of California, not a "camp" in the usual sense, a unique, internationally-known school, holds its sixth season this summer in the High Sierra, not far from Lake Tahoe.

A chief reason for the continued success of this remarkable open-air school, administered by the National Audubon Society, is the combination of incomparable mountain scenery, competent teaching staff, small classes (8-10), and pleasant recreational offerings.

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Unlike many summer schools, Audubon Camp comprises five 2-week sessions, each restricted to 50 students. The small classes, with daily informal excursions by station-wagon, provide optimum conditions for happy and effective teaching and learning. Two units of upper division college credit are available.

On field trips teachers, youth-leaders, housewives, business and professional people learn how to arouse a vital interest in conservation and the beauties and human values of America's magnificent natural heritage.

Miss Mary Jefferds, registrar, in room 201, CTA Building, 693 Sutter Street, San Francisco 2, will mail an illustrated prospectus on request.

CSF NEWS

California Scholarship Federation reports six new chapters being installed in the state organization. They are Lower Lake Union High School, 429n; St. Paul's High School, San Francisco, 430c; St. Bernardine High School, San Bernardino, 431s; Bell Gardens High School, 432s; St. Monica's High School, Santa Monica, 433s; Arcadia High School, 434s. The c, n, or s on chapter number indicates northern, central, or southern regional location of the school.

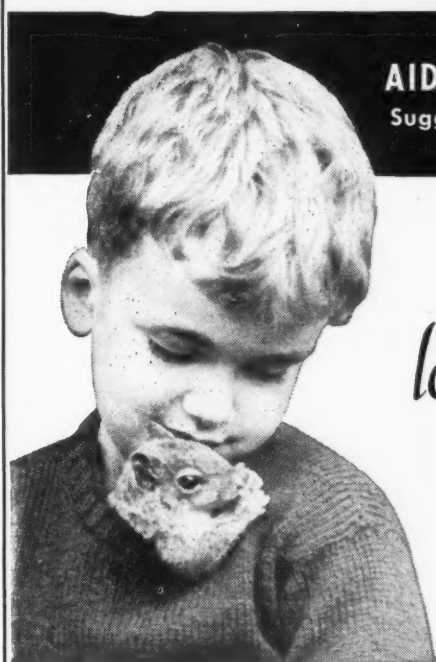
Alameda High School is announcing the retirement of Reginald F. Saunders, CSF adviser, Chapter 240s, during the past twenty-one years.

Of Mr. Saunders' thirty years of teaching in California, twenty-five have been connected with CSF activities. His first chapter, 81s, was at Claremont High School in 1928. He moved to Gonzales High School, where he installed Chapter 226c in 1930.

He was vice-president of Central Region from 1938 to 1940. Prior to a six months' sabbatical leave in South America, he was head adviser of District 13 CSF, where he installed twelve other chapters in the San Francisco Bay area.

When Alameda was host for the student conference in 1939, Mr. Saunders managed to have the actual conference at the World's Fair on Treasure Island.

Mr. Saunders and his wife sailed on the Italian liner "Andrae Doria," March 18, for Genoa, Italy. Their tour of Europe includes plans for visiting Israel, Turkey, Norway, the Arctic Circle, with a return passage by way of India.



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If further interested—For items above, write NAT'L WILDLIFE FEDERATION, 3308 Fourteenth St., N.W., Washington 10, D.C.

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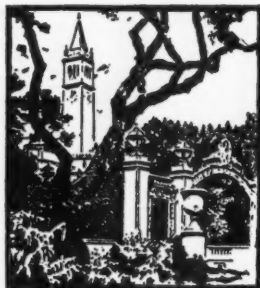
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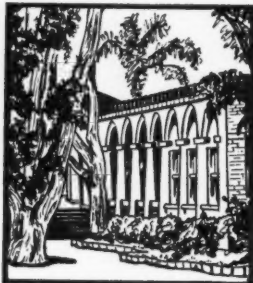
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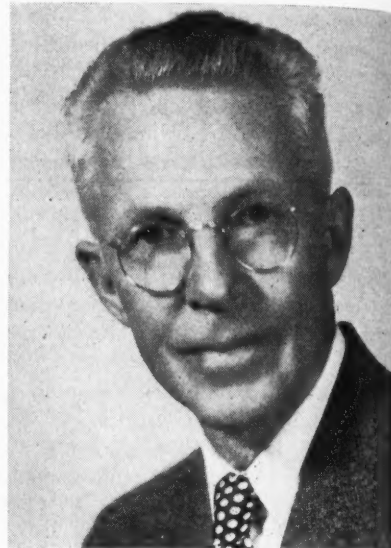
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or 405 Hilgard Avenue, Los Angeles 24; or Registrar, Santa Barbara College, Santa Barbara.

EDUCATOR SERVES 33 YEARS AS PRINCIPAL OF ONE SCHOOL

Richard A. (Dick) Lee, since 1920 principal of Lincoln union high school, Lincoln, Placer County, will retire this June.

The life of Principal Lee has been the history of Lincoln union high school. Through his efforts the high school has been the community center. "R. A." has put in many late nights, holidays, and vacations providing education and recreation for the young



R. A. LEE

people of Lincoln. He, in addition to his administrative duties, coached basketball until 1950. Many of his graduates come back to talk about the championship teams of the past.

No person in Lincoln, and few elsewhere, have given so much for the young people of a community as Mr. Lee. Literally hundreds of his graduates, including three generations, come to him for letters of recommendation and advice.

Besides his duties as administrator and coach, he has found time for civic organizations. He served since 1921 as president of the Placer County Board of Education. He is a past president of Rotary and has been active in fraternal organizations.

"R. A." has guided his community in providing one of the most modern school plants in California. In 1950, classrooms, a shop, a cafeteria, and an exercise room were completed. His life-long desire, a modern gymnasium, as well as another classroom and an administration unit, will be completed for the coming school year.

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NEW BOOKS AND AUDIO-VISUAL AIDS

THE TEACHER AND PROFESSIONAL ORGANIZATIONS, by T. M. Stinnett. Washington, D. C.: National Education Association of the United States, 1953. x + 126 pp., \$1.00 copy.

California teacher-educators and students in teacher education programs will welcome this addition to the sparse text materials on professional organizations. The content is organized into a series of units intended for use in preservice education courses. A wide range of unit topics is used including such titles as Identifying the Professions, Present Status of the Teaching Profession, Developing Local, State, National and International Organizations. A unit on The Education Student and Professional Organization will need further supplemental material for students in California's teacher education institutions. Each unit contains informational material including current data and suggested readings.

The National Association of Secretaries of State Teachers Associations and the National Commission on Teacher Education and Professional Standards are to be commended for sponsoring the production of this book. Mr. Stinnett, the author, is executive secretary of the National Commission and has been working intimately and enthusiastically with the problems this book ably handles.—Charles Hamilton.

SCIENCE IN EVERYDAY LIFE is an attractive new high school general science text, informal in style and simple in vocabulary. It is an activity book—students learn by doing. The activities they perform require them to use their own senses in collecting, organizing, interpreting, evaluating, and applying information. The authors have been selective in their choice of material; only those facts and principles were retained that are essential to an understanding and appreciation of the role of science in the development of our civilization and its importance in our world today. Richly illustrated in color and black and white; teacher's guide available and workbook in preparation; 620 pages; \$3.80; by Obourn, Heiss, Montgomery; published by D. Van Nostrand Company, Inc., 250 Fourth Avenue, New York 3.

HUMAN DEVELOPMENT AND EDUCATION is an enlarged revision of *Developmental Tasks and Education*. It is intended for the teacher and layman interested in the theory and function of developmental tasks in education and discusses education as related to the achievements of persons of various ages and levels of physical and mental abilities in learning, per-

sonality, and personal and social adjustments. By Havighurst; 350 pages; \$4; Longmans, Green and Co., Inc., 55 Fifth Avenue, New York 3.

ARITHMETIC FOR HIGH SCHOOLS features sound methods of analyzing problems, carefully worked out illustrative examples, and an abundance of practice exercises, problems and testing materials. By Charles H. Butler, Western Michigan College of Education; 340 pages, illustrated; \$2.40; D. C. Heath and Company, 192 Second Street, San Francisco 5.

BETTER ENGLISH, GRADE 10, carries further the work of the first books of the series in communication skills, life adjustment, grammar and usage. It in-

cludes interesting new features: choral reading and classroom dramatizations, with poems scored for reading and ballads for acting; chapter discussing hobbies and sports, movies, radio and television; advice on doing homework, getting along with people and introducing speakers. By Herzberg, Guild, Hook and Stevens; well illustrated in color; 470 pages; \$2.64; Ginn and Company, 260 Fifth Street, San Francisco 3.

HEALTH AND FITNESS, a new second edition by Meredith, Irwin and Staton. In this book the authors have kept in mind the principles of scientific validity, student interests, and student needs at the secondary school level. Technical and scientific terms are defined at the point of first usage

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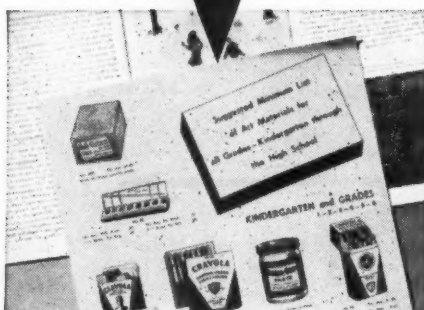
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HOW TO GET ALONG WITH OTHERS, a Junior Life Adjustment Booklet, provides guidance and encouragement for boys and girls in upper elementary and junior high school who are impatient and critical of their own and other people's actions. It teaches them to look for the reasons why people act as they do, thus enabling them to get along with others. By Neugarten; 40c each; special quantity discounts; Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

GLOBE SCHOOL EDITIONS. Five new titles in this praiseworthy series are **Mutiny on the Bounty**, edited by Florence Doerr Jones of Berkeley High School (\$2.50); **Good-Bye, Mr. Chips** (\$1.72); **The Citadel** (\$2.64); **Cheaper by the Dozen** (\$2.16); **Anna and the King of Siam** (\$2.25). These books by well-known authors are edited for classroom use and introduce students to contemporary fiction and better social living through modern life stories. They are well illustrated and supplemented by helpful teaching aids. Quantity prices are available. Globe Book Company, 175 Fifth Avenue, New York 10, New York.

GEOGRAPHY OF THE WORLD, 1953 revision, incorporates geographical, historical, economic and sociological data which properly belongs in a geography text for high school use, with emphasis on the potentialities of peaceful nations to restore friendly relations; on the rebuilding of the war-devastated world; on the utilization of the findings of scientific research to enrich the lives and promote the welfare of all mankind. The many changes made in this revised edition bring the geography up-to-date as to recent developments in world affairs. It also serves as a social-studies text. By Packard, Overton and Wood; profusely illustrated; 500 pages; grades 9-12; The Macmillan Company, 350 Mission Street, San Francisco 5.

OVERCOMING PREJUDICE, a Better Living Booklet, written for adults, develops the fact that prejudice and discrimination is an unpleasant reality which must be faced, understood, and coped with by both children and adults. Author Dr. Bruno Bettelheim, professor of education, University of Chicago, points out that our own attitudes and feelings must be analyzed if we are to be better able to help children become sufficiently secure so that they will have no need for prejudice. 40c; special quantity discounts; Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

MATERIALS AND PROCESSES describes basic materials of industry, where and how they are obtained, how they are processed and how they are used. Simple-to-do student activities are found at the end of chapters, as well as questions covering the major ideas presented. Although designed primarily for vocational-technical high schools, it is valuable as a science reference, shop resource, and library reference. The five fields covered by this book are wood and its products, fuels, ceramics, metals, and plastics. Illustrated; 490 pages; \$3.48; by Kohn and Starfield; The Macmillan Company, 350 Mission Street, San Francisco 5.

CHEMISTRY: A Course for High Schools, by Hogg, Alley and Bickel. The text of this book has been almost completely rewritten and restyled, including new developments and discoveries bringing

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Write Prof. Juan B. Rael, Box K, Stanford University, Calif.

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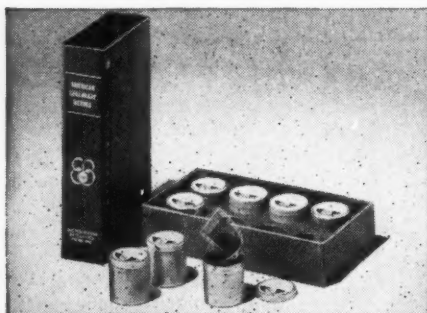
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types of feeding devices and watch their winter guests: blue jay, horned lark, hairy and downy woodpecker, junco, chickadee, nuthatch—and a red squirrel!

Building Bird Houses (Film Two) shows children (8-10) making a simple robin shelter while older brother "helps" with a bluebird house. Suggests how to go about making other types of houses. Shows purple martin, house wren, tree swallow, and bluebird. Other releases in this series, like these, have for Consultant Dr. Glenn Blough, US Office of Education Elementary Science Specialist.

Jet Propulsion (10 min. color also, Encyclopaedia Britannica Films).

Animated drawings show principles of physics used in different kinds of jet motors and charts show advantages and disadvantages. Models are seen in flight, and future potentials are suggested. Careful explanations and understandable drawings (cut-away sections and schematics) give well-organized data and applicable principles for high school and adult groups.

The English Language (10 min. color also, Coronet Films).

The story of the development of the English language is packed full of fascinating highlights from history in this film to open ideas for further research and revelation, for high school and college groups interested in history, language and literature, or courses in Western civilization. In three "chapters" it traces the story-telling times of the succession of peoples in early Britain, showing Beowulf in original writing; the written stories and laws during the times of the fusion of Anglo-Saxon, Norman, and Latin origins, illustrating some of Chaucer's Old English contrasted with modern English; then the invention of the printing press and the growth of universities bring standardization as the language spreads to America where new conditions meant new words. Chapter Three closes with "To Be Continued," since changing ideas and inventions keep the language and its story never saying "The End."

Responsibility, Discussion Problem (18 min., Young America Films).

The high school principal relates school experiences of Hank and Lloyd, while he holds folded in his hand the final vote which will decide which fellow will be student council president. The film, as he talks, cuts back into several incidents showing good and poor qualities of Hank, the Irresponsible, Personality Boy, who gets by on his charm. The film closes with "How would you vote? Why?" using the role-playing techniques found successful in other films in the series, Discussion Problems of Group Living, dramatizing problems commonly emerging at teen-age times: The Procrastinator, Other People's Property, The Outsider, Other Fellow's Feelings, The Bully, and Cheating.

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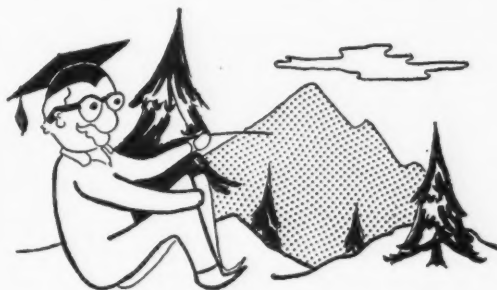
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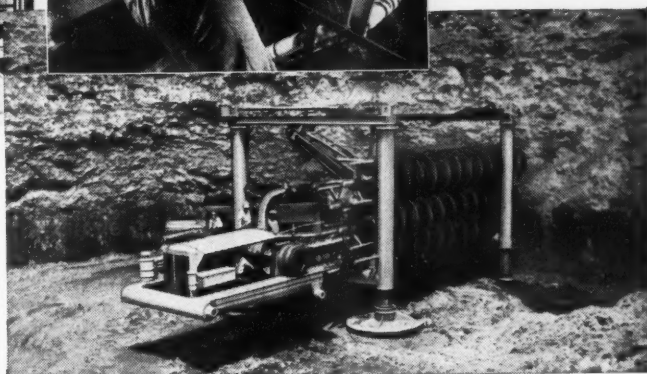


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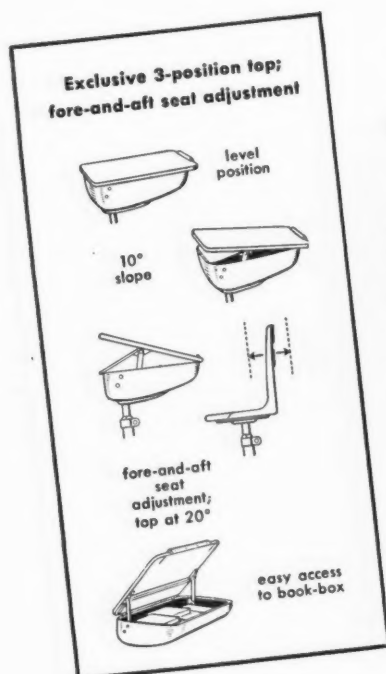
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